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PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, October 5, 1992
Presiding Officer: Ansel Johnson
Secretary: Alan Cabelly

Members Present: Barna, Beattie, Bjork, J. Brenner, S. Brenner, Burns, Casperson, Cooper, Duffield, Ellis, Falco, Farr, Finley, Fisher, Forbes, Gillpatrick, Goslin, C. Gray, Hales, Jackson, Johnson, Jolin, Karant-Nunn, Kimball, Kosokoff, Lansdowne, Lendaris, Livneh, Midson, Moor, Ogle, Oshika, Parshall, Reece, Sestak, Smith, Talbott, Terdal, Terry, Visse, Vistica, Weikel, Westover, Wetzell, Wollner, Wurm.

Alternates Present: Benowitz for Burke, Johnson for H. Gray, Toth for Liebman, Brabenac for Lutes.

Members Absent: Briggs, DeCarrico, Etesami, Goekjian, Goucher, Latz, Manning, Narode, Schaumann, Tuttle.

Ex-officio Members Present: Cabelly, Davidson, Dawkins, Enneking, Erzurumlu, Koch, Miller-Jones, Oh, Pfingsten, Ramaley, Reardon, Tang, Tinnin, Toulon, Vieira, Ward.

A. JOHNSON called the meeting to order at 3:10 PM and made the following announcements:

1. The Senate Steering Committee for 1992-1993 is Presiding Officer Ansel Johnson; Presiding Officer *pro tem* Beatrice Oshika; elected members Susan Karant-Nunn, Don Moor, Oren Ogle and Shelley Reece; and Secretary to the Faculty Alan Cabelly.
2. Senators are encouraged to identify themselves and to speak up throughout Senate proceedings.
3. Individuals who have not received the 1992-1993 *Faculty Governance Guide* should call the Secretary at 5-3789.
4. K-House prepares refreshments after every Senate meeting. Senators and *ex-officio* members are encouraged to attend.
5. Senators should give the names of their alternates to the Secretary.
6. As a result of Senate action during the 1991-1992 year, chairs of all Constitutional Committees are now *ex-officio* members of the Senate.

APPROVAL OF THE MINUTES

At the June 1, 1992, Senate meeting, WADLEY was in attendance for Vistica.

With that correction, the minutes were approved.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. President's Report

- a. RAMALEY noted that the university is now a member of the National Association of State Universities and Land Grant Colleges (NASULGC). This represents most of the major state universities. They have recently adopted an urban focus that is consistent with our mission. Only nine institutions joined NASULGC in the past year. We have also joined AAC, the American Association of Colleges, which focuses on curriculum and undergraduate education.
- b. PSU has received a \$1,600,000 US Department of Education Urban Community Service Grant, provided under Title XI of the Higher Education Act. We are one of the first 16 institutions to receive such a grant; ours will be coordinated throughout the Post-secondary educational institutions in Portland, the Portland Leaders Roundtable, and the Portland Educational Network. The executive summary is enclosed (see Attachment A) for Senators' information. The focus is on endangered children. One element of work will be within the Roosevelt, Jefferson, and Marshall clusters; a second element will be to work on violence and urban youth. A third component studies curricular design (faculty will hear about this during winter quarter) and will support faculty designing field based curriculum across departments and institutions. This brings to approximately \$2,000,000 the amount that has been raised for the Portland Agenda, doubling the initial legislative appropriation.
- c. Work continues on telling the PSU story. Part is the news media and marketing/publications strategy. Op-ed pieces are encouraged, such as the Carl Abbott piece in the Oct. 4 *Oregonian*. RAMALEY also noted that she is working on a diversity piece. An advertising campaign with support from the Foundation is beginning, asking for corporate support. Specific examples concerning the quality of our education, including our success stories, will be printed. Meetings with media representatives are occurring; a common look for our publications is also being made. Further, two letters have been sent to metro area representatives, explaining about our organization and our urban grant. This precedes the published report on the Portland State agenda that will soon be distributed. "Good news" letters are also going out. Tell Clarence Hein of anything that should be included.

- d. Restructuring continues to occur. As of October 1, we no longer have a VP for University Relations, and have appointed Regina Borum to be Acting Executive Director of Development. Lanny Proffer, our Government Relations Officer, has moved to Washington, D.C. to be with the National Geographic Foundation; we will soon begin the process of filling that position.
- e. Quality initiatives are underway. Questionnaires have been filled out, identifying significant problems. In Business Affairs, the chief problem is travel reimbursement; in Personnel, it is how to recruit a more diversified staff; in Computing Services, it is microcomputing support; in Campus Security, it is how to handle emergencies; Auxiliary Services, how to coordinate and improve Smith Center activities; in Facilities, it is temperature control. Management priorities have moved from developing and implementing a strategic plan to the actual operational details for the plan, building on the materials that have been submitted by academic units.
- f. The budget plan continues to be murky, looking at the governor's request to cut 10% in the current biennium and 20% for the 1993-1995 biennium. We are working with targeted staff. There are three budget scenarios: 20%, the Governor's, and the legislative Futures Committee. Much depends on tax reform; all is speculative. But we must assume that the highest numbers being discussed will be implemented.

LENDARIS noted that the campus grounds are beautiful, and hoped that, even in the Measure 5 environment, this will not be diminished. RAMALEY agreed on the importance of this, and thought that we could continue with our quality environment. Brian Chase, our new director of the Physical Plant, has said that he will be able to accomplish all funded projects within one year.

- 2. REARDON requested that faculty study questions generated from the Association of American Colleges' publication entitled "Integrity in the College Curriculum." Serious issues regarding the future of higher education are constantly being raised. REARDON asked that the Steering Committee and Senate determine how to study the questions posed in Attachment B. There are significant questions about whether these issues have been addressed at the university level, and what we at Portland State can and should do. He noted that the publication is on reserve in the Library under the Office of Academic Affairs.
- 3. DAWKINS, ASPSU President, first thanked Jackson for moderating the candidates' fair, which was a major success. The candidates and the audience were pleased with the results. He then described the process of adding student members to PSU committees. This year ASPSU waited until the new academic year to add students, in order to facilitate the process of adding newer students, instead of the former process of simply seeing who knows student body leaders in the spring. Next, he discussed peer advising,

expecting students to relieve faculty of the non-technical advising issues. Finally, he noted that a goal of ASPSU is to improve its credibility and avoid adversarial relationships throughout campus, especially with IFS and *The Vanguard*. He has been working with IFS Chair Theresa La Haie and *Vanguard* editor Greg Smiley. He also has been working with the Oregon Student Lobby in Salem, working on lobbying and legislation, focusing on faculty salaries. He asked for assistance, expert opinions, and returned phone calls from faculty.

4. A. JOHNSON noted that he is working with the Steering Committee on developing action items and a charge for each committee, to give them a focus. These will be distributed to committee chairs shortly.
5. WETZEL announced the ACADEMIC FREEDOM AND LEGALIZED DISCRIMINATION talks on Thursday, Oct.8, 12:00-1:30 PM, 327-328 SMC. Sponsored by the Students Opposing Bigotry, the topics and speakers are:

"Traditions of Academic Freedom" Michael Reardon, Portland State University Provost, Director of the University Honors Program, Professor of History.

"Impact of Measure 9 on Academic Freedom from the Perspective of the AAUP" Craig Wollner, PSU Research Associate Professor of History, PSU AAUP President

"Overall Context" Jan Haaken, PSU Professor of Psychology

"Measure 9 and Elementary and Secondary Education" Portland Association of Teachers

"Student Perspectives on Measure 9" Indira and Denise Morris, PSU Theater Arts

QUESTIONS FOR ADMINISTRATORS

1. *Question for Provost Michael Reardon from the Senate Steering Committee:* Have any PSU faculty members been given any personnel notices (e.g., termination) by E-Mail? Is there a formal or informal PSU policy on these practices?

REARDON noted that, to his knowledge, this has not occurred, and asked anyone who has any knowledge of this to bring it to his attention. He sees no reason to add a new policy at this time; there already exist policies for notification of termination.

2. *Question for Provost Michael Reardon from the Senate Steering Committee:* Past practice dictates, and the faculty assumption is, that assistant/associate deans and vice-provosts are selected from among faculty and administrators who are tenured at the time of their nomination, hold at least the rank of associate professor, have been faculty members for a substantial period of time, and have considerable academic achievements to their credit. These qualifications give them necessary familiarity with higher education, enable them

to command the respect of colleagues whose work they may have to pass judgment on, and allow them to serve as models to their peers. 1. Do you concur with these assumptions? 2. What standards do you desire to see in candidates for assistant/associate deans and assistant or vice-provosts? 3. How are appropriate hiring practices determined, and what input does faculty have in this decision? 4. What determines whether the successful candidate is called assistant or associate dean?

1. REARDON noted that this has not been past practice. It has not been universal.
2. Selection/definition of position should be the prerogative of the Deans themselves. The role of each particular administrative position is determined by particular needs; the individual Dean is in the best position to make that decision.
3. Practices vary from unit to unit. Areas without departments have differing procedures from those that are fully departmentalized. The only place in which procedures are fully specified is department heads, whose selection procedures are determined by the Constitution and Faculty Governance Guide.
4. Assistant or Associate Dean titles are the prerogative of the Deans. We have attempted to further affirmative action goals, and have been successful at all administrative levels except for department heads.

Vice Provost selection has traditionally been divided. Two positions have normally been the object of internal searches: former Dean of Undergraduate Studies (now a Vice-Provost position), and the current Vice-Provost for Graduate Studies. The third position in academic affairs has traditionally been selected by the Provost or Vice-President. REARDON would like to see these policies continued.

QUESTIONS FROM THE FLOOR FOR THE CHAIR

1. DUFFIELD noted that biology faculty have observed classes fulling up, but that one of the large lecture halls (LH75) has been pulled off line. This is serving as a detriment to our urban mission. A. JOHNSON noted that classes that had previously been in this 300 seat room are now being split into 100 and 200 person sections.

TANG responded by discussing the Fine and Performing Arts need for a large enough space for the band to rehearse and perform in. Other pressing needs have included an international colloquium that has moved into 190 SBA; space continues to be a pressing campus-wide problem. Work will be done with scheduling to use our spaces most efficiently; the few rooms that can hold above 200 are in constant use. A space audit is being done, seeing how space is being used, and what rooms are under or over utilized. LH 75 will be looked at very carefully. MOOR asked what had happened to a similar audit from a few years back; TANG said that those recommendations continue to be used.

REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Fall Term Registration Report—Tufts

TANG gave the report for Tufts. Oct. 1 headcount is down 1.1% from last year; students take an average of 9.7 credits each, and campus headcount is 14710. We expect to be even with next year. In response to GILLPATRICK'S question, TANG indicated that we will have a breakdown between lower and upper division credit hours in about four weeks. We have an increase of 28% in the number of graduate applications, and an increase of 9% in the number of graduate in attendance. We graduated 1000 more students in fall term than in prior years. In response to COOPER'S question, TANG stated that we might be down a few sections while we are holding enrollments steady. One additional problem revolves around the fire marshall's requirements concerning how many students can be placed in a room, regardless of the number of seats. This further constrains our class sizes.

2. IFS Report—G. Enneking

ENNEKING noted that he, Burns, and Cooper are the current PSU members of the Interinstitutional Faculty Senate. Jackson had been serving as Secretary; since she was elected to a term beginning in January 1993, she continues in that capacity. The full IFS report is in Attachment (C).

UNFINISHED BUSINESS

NONE

NEW BUSINESS

OSHIKA/KOSOKOFF moved that:

"Because legislative or judicial mandate is an unacceptable manner of determining what shall be taught as true in university courses, the Portland State University Faculty Senate affirms that, no matter what statutes or constitutional amendments may be in effect, we will not teach and we cannot be forced to teach that homosexuality is wrong."

In the spirit of academic freedom, COOPER suggested a friendly amendment, deleting the words, "teach and we cannot." OSHIKA/KOSOKOFF accepted the amendment.

A show of hands was requested. The motion amended PASSED, by a majority of 42-1, with abstentions.

ADJOURNMENT

JOHNSON adjourned the meeting at 4:22.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, November 2, 1992
Presiding Officer: Ansel Johnson
Secretary: Alan Cabelly

Members Present: Barna, Beattie, Bjork, J. Brenner, S. Brenner, Briggs, Burns, Casperson, Cooper, Etesami, Falco, Farr, Finley, Fisher, Forbes, Gillpatrick, Goslin, C. Gray, Hales, Jackson, Jolin, Karant-Nunn, Lansdowne, Latz, Lendaris, Livneh, Midson, Moor, Narode, Ogle, Oshika, Parshall, Sestak, Smith, Talbott, Terdal, Terry, Tuttle, Visse, Vistica, Weikel, Westover, Wetzell, Wollner, Wurm.

Alternates Present: Harvey for Johnson, Kenreich for Kimball, Jenq for Schaumann.

Members Absent: Burke, DeCarrico, Duffield, Ellis, Goekjian, Goucher, H. Gray, Kosokoff, Liebman, Lutes, Manning, Reece.

Ex-officio Members Present: Cabelly, Spolek, Davidson, Desrochers, Erzurumlu, Mestas, Pfingsten, Ramaley, Reardon, Tang, Tinnin, Toscan, Toulan, Vieira, Ward.

APPROVAL OF THE MINUTES

A. JOHNSON called the meeting to order at 3:10 PM and made the following announcements:

1. The Curricular proposals (G1 in the November Senate mailing) may not have been received by everyone. Anyone not receiving a proposal should inform the Secretary (5-3789).
2. Everyone is urged to vote in the general election.
3. Senators should speak loudly and identify themselves when speaking.
4. K-House prepares refreshments after every Senate meeting. Senators and *ex-officio* members are encouraged to attend.
5. Senators should give the names of their alternates to the Secretary.

APPROVAL OF THE MINUTES

TANG noted that she said (p. 6, line 6) that PSU had *admitted* 1000 more students, rather than saying we *graduated* 1000 more students.

With that correction, the minutes were approved.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. President's Report

- a. Budget: The Governor's budget needs to be reconciled with the legislative process through the Oregon Future's Committee, trying to compare this with the level of services required. Her budget will have three components; the first distributes the 3% of the current operating budget that is beyond the 80% that PSU was required to submit this year. The 80% this year was 3% deeper than was necessary, so will be returned to state agencies, in part based on Oregon Benchmarks. The second component deals with distribution of Oregon lottery funds. These will be distributed on the same conceptual criteria as the first 3%. The third component revolves around school funding issues that have not been determined. The Governor will also be submitting a budget based on the services that she would like to fund, with or without funding sources. It will probably have some relationship to the legislative process. The initial budget might be discussed at the next Senate meeting.
- b. The conference "Reinventing Government" will be at PSU on December 5, and will focus on issues dealing with the legislative process. There will be a section on reinventing higher education, in which PSU and OSU will participate. The departments of Transportation and Human Resources will discuss what they have already achieved.
- c. RAMALEY then noted that she is constrained from speaking directly about the election before it takes place, but that there will be a rally called "What Do We Do From Here," at which we will discuss future steps that must be addressed regarding divisive issues. We must come to terms on these, and collaborate on solutions.
- d. RAMALEY introduced the new Dean of Students, Juan Mestas, who was given a nice welcoming round of applause.

QUESTIONS FOR ADMINISTRATORS

S. BRENNER asked for a clarification and follow up on the location of the Multicultural Student Center.

DESROCHERS responded by noting that a study group of students had been looking at it since last August. Students reported many good areas to the administration, and several areas within Smith Center were studied. The two final areas under discussion were the Portland Room and Wrap-it Transit. Views were expressed by faculty, staff, and students. A decision should be made within a week.

CUMPSTON described the Information and Academic Support Center (IASC), located in the ground floor of Smith Center, behind the Parking Office, and distributed the enclosed information (Attached). There will be a grand opening in the first week of January. Faculty and staff are invited to tour the new facility throughout December and the next term. The center Director, Dan FORTMILLER noted that the center will respond to needs for disability services, new student orientation, veterans services, campus tutorial and learning services, and academic support for reinstated students. Staff will also be trained in all aspects of catalog advising, so students will be prepared when they meet with their individual faculty advisors. The Career Center will support the IASC, but will not move its facilities. Please call Mary or Dan for further information.

KARANT-NUNN noted that the Senate needs to discuss the October 1 memo from the Provost at the December 7 meeting.

REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Fall Term Registration Report--Tufts

RICKS reported for Tufts. Fall 1992 head count is 15,012, up from last fall which was 14,285. Some of this increase is an artifact of a new method of counting students. Student credit hours are up 0.4% to 139,224. This puts us comfortably within the enrollment corridor.

2. FULLER reported on the Computing Needs Task Force, first introducing George Murray from IBM who provided his consulting services free of charge. The task force's goal was to focus on PSU computing needs over the next five years. She thanked Ramaley, Desrochers, and Reardon for leadership, Timmons for secretarial support, Ricks' staff for their support, and Wills for his computer center expertise.

The study process involved questionnaires, focus groups, a literature review, analysis of local high schools, and an inventory of current computer hardware/software.

The focus of the study was on:

Planning for and evaluating the technological environment

Optimizing use of the current technology and improving the physical infrastructure

Support and training for users

Financing the purchase of new equipment and providing ongoing support for users

The full report, focusing on the four points above, is in the November Senate mailing. Faculty are urged to examine points of concern to them, their academic units, and the university.

In response to a question from GILLPATRICK, FULLER noted that the system prices and configurations listed on page 11 are subject to change. RAMALEY noted that the Executive Committee will hear the entire report on November 3, and that this will lead towards other related issues on campus. This task force is one of six quality Initiative Reports on campus, responding to specific needs. The Development Council sets funding priorities; one of these is this Technology Project. Further, the Executive Committee will be studying the report with the goal of implementing the recommendations as rapidly as possible. She concluded by thanking the committee members and IBM for bringing this to the highest level of questioning and understanding. FULLER then thanked faculty, whose support gave credence to the report. MURRAY noted that he had been working on this with Ramaley, Desrochers, and Reardon since March, acknowledged that we were a wonderful customer, and was pleased to provide his services. The full report is one inch thick, so this is merely a snapshot, a beginning to an ongoing process.

An additional summary of the report was enclosed in *PSU Currently*, November 9, 1992 (Attached).

3. University Planning Council--Weikel

The UPC prefers to do true planning this year, rather than responding to immediate needs. WEIKEL reported on two unfinished issues: The Library and School of Business Administration Faculty are to be surveyed in the 1993-1994 year regarding their recent restructuring; The Department of Health Studies has had their name changed to the Department of Public Health Education. This has been forwarded to the Office of Academic Affairs. New business includes the restructuring of the undergraduate curriculum, to be spearheaded by the Provost; and an examination of the Provost's question regarding "faculty performance, productivity, and accountability."

UNFINISHED BUSINESS

NONE

NEW BUSINESS

1. Curriculum Committee and Graduate Council Course and Program Proposals—Jackson, Spolek

JACKSON reported for the curriculum committee and suggested that course changes be consolidated for efficiency. The following motions were made:

JACKSON/GILLPATRICK moved approval of all UNDERGRADUATE proposals from Liberal Arts and Sciences. In response to COOPER's question, A. JOHNSON noted that GEOL 454/554 is offered primarily for elementary and secondary school teachers. The motion then PASSED unanimously.

JACKSON/GILLPATRICK moved approval of all UNDERGRADUATE proposals from Engineering and Applied Science (p. 5-9). She noted that resource availability had been discussed and cleared within the committee. LENDARIS asked about the graduate portion of 400/500 courses, and A. JOHNSON reiterated that approval for only the undergraduate portion is being sought. The motion then PASSED unanimously.

JACKSON moved approval of all UNDERGRADUATE proposals from Fine and Performing Arts (p. 9-10). The motion PASSED unanimously.

JACKSON/WETZEL moved approval of all UNDERGRADUATE proposals from Urban and Public Affairs (p. 12). The motion PASSED unanimously.

JACKSON/BJORK moved approval of all UNDERGRADUATE program changes from Liberal Arts and Sciences (p. 15). The motion PASSED unanimously.

JACKSON/WETZEL moved approval of all UNDERGRADUATE program changes from Engineering and Applied Science. In response to questions from OSHIKA and LENDARIS, JACKSON stated that these changes gave a better distribution of courses, both inside and outside of EAS, and some shifting of when courses are taken. Additionally, some of these changes were necessary for accreditation requirements. In response to a question from COOPER, JACKSON indicated that programs (e.g., physics) that might have additional demands placed on them as a result of these changes had been consulted and agreed to the changes. A. JOHNSON then asked that future Curriculum Committee and Graduate Council reports have small descriptive paragraphs on program changes. The motion then PASSED unanimously.

No representative of the Graduate Council was in attendance, forcing graduate changes to be postponed until the December meeting.

2. Should the PSU Faculty Senate return to Cramer Hall room 150—A. Johnson

BURNS felt that 150 Cramer was more conducive for full faculty participation, with its open curve, and side-to-side orientation, as opposed to SBA 190's front-to back orientation. She also noted that it was difficult for people to walk in and out of 190. BRENNER suggested that we finish the fall term in 190, and then decide. BRENNER/BURNS moved that the Steering Committee draft a resolution to be made at the December meeting, at which time a decision regarding the rest of 1992-1993 will be made. The motion PASSED unanimously. A JOHNSON noted that CH 150 is still available.

ADJOURNMENT

A. JOHNSON adjourned the meeting at 4:10 PM.

PORTLAND STATE UNIVERSITY

Minutes:	Faculty Senate Meeting, December 14, 1992
Presiding Officer:	Ansel Johnson
Secretary:	Alan Cabelly
Members Present:	Barna, Bjork, J. Brenner, S. Brenner, Briggs, Burke, Burns, Casperson, Cooper, Ellis, Etesami, Farr, Fisher, Goslin, Goucher, C. Gray, Hales, Jackson, Johnson, Jolin, Kosokoff, Lansdowne, Liebman, Moor, Narode, Ogle, Oshika, Parshall, Reece, Schaumann, Talbott, Visse, Westover, Wetzel.
Alternates Present:	Zelick for Forbes, Johnson for H. Gray, Kenreich for Kimball, Kinnick for Livneh, Herrington for Midson, Brown for Terdal.
Members Absent:	Beattie, DeCarrico, Duffield, Falco, Finley, Gillpatrick, Goekjian, Karant-Nunn, Latz, Lendaris, Lutes, Manning, Sestak, Smith, Terry, Tuttle, Vistica, Weikel, Wollner, Wurm.
Ex-officio Members Present:	Cabelly, Davidson, Enneking, Erzurumlu, Harris, Mestas, Pfingsten, Ramaley, Reardon, Tinnin, Ward.

Due to the closure of the university at 3:30 on December 7, 1992, the December Senate meeting was postponed to December 14.

After waiting to ensure that a quorum was present, A. JOHNSON called the meeting to order at 3:10 PM and made the following announcements:

1. The report from the Library Committee will be postponed to the January 1993 meeting.
2. K-House prepares refreshments after every Senate meeting. Senators and *ex-officio* members are encouraged to attend.
3. F2, the decline and devaluation of the undergraduate degree, will be placed at the end of today's meeting.

APPROVAL OF THE MINUTES

The minutes of the November 2, 1992, meeting were approved with no corrections.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. President's Report

RAMALEY noted that, at this stage, there is not a great deal to report. There is much uncertainty, waiting for details from the Legislature. Earlier this day she met with the Senate Steering Committee, the AAUP Executive Council, and the Advisory Council. In our uncertainty, we must protect our students' ability to progress toward their degrees,

and set a reasonable schedule for fall before we actually know what our budget will look like. Round one of the budget cuts did not allow us to protect all of our programs. We will be expected to serve anywhere between 7800 and 8500 FTE students, depending on which programs we protect. The Governor's budget also includes some of the decision packages, redirecting the state's educational strategy. Examples include collaborative ventures involving the universities, but also work with SOSC and the natural and health resources within the state. The benchmarks and decision packages are likely to remain important.

This university is attempting to supplement the state general fund from a number of sources. We are working on an effective public relations policy, and need to make the case that faculty teach outside of the formal classroom as well as inside. Further, we are trying to make our case in terms of what we do for people. We continue to look for great stories where our students and alumni work with faculty on community problems. They tell our story better than we do. RAMALEY asked faculty to give her examples to be used.

The noon session identified a number of values for the university to retain as potential problems occur. These are: protecting existing degree programs and the core curriculum in each, protecting cultural diversity, the importance of speeding up the improvement of technology in the classroom, giving some protection to the newer faculty on campus. Further, the Portland Technology Project will help us to utilize our classroom resources better.

RAMALEY is impressed with faculty attitudes and their suggestions to help us survive the current crisis. She and the Provost are in the process of visiting with all departments, meeting with CLAS now and the Professional Schools in the spring. We are being recognized on the national grant front. We have been invited to work with the National Roundtable on Institutional Change; this is an indicator that we are becoming noticed. There are many good things happening on campus, and many nationwide projects that we are asked to participate in.

2. Provost's Report

REARDON distributed excerpts from the Governor's Budget (enclosed). This includes a Mandated, Mandated Plus, and Recommended budget. He asked faculty to pay particular attention to faculty productivity increases, p. A-26. We should be aware of the language the governor is using, because this is what the legislature will say.

All universities within the state have been asked to prepare a budget assuming a 20% reduction, which is combined with a 15% tuition increase to offset some of this reduction. However, the governor is only suggesting a 7 1/2% increase. At PSU there is a reduction of \$805,000 in centers and institutes, and \$2,625,000 in administration and support areas, to be achieved by July 1, 1993. There is an additional reduction of \$4.7 million in instructional areas. Of this, \$2.9 million in permanent cuts must be achieved by June 30, 1993. We must also come up with \$1.8 million in one time savings for 1993-1994. The Chancellor wants us to serve 8200 student FTE in 1993-1995, while the

Governor wants us to serve 8500 student FTE in 1993-1995, and targets a cut of 73 classified employees, out of a statewide cut of 4000 employees.

On the academic side, each unit is being asked to prepare a preliminary analysis, based on known attrition (primarily from the tenure relinquishment plan), by January 15, 1993. The cuts will begin with permanent, one time cuts on June 30, 1993, for the 1993-1994 year, and for the 1993-1995 biennium. There will then be an assessment of a 15% productivity increase, along with statements of problems students will face, and preparations of plans for making the targeted cuts. Announcements of the proposed plan will be made to the university community early in spring quarter. Concurrently, there will be meetings with AAUP leadership to respond to contractual needs. The final form of these deadlines will be distributed across campus when available.

LIEBMAN asked what the Chancellor and the Interinstitutional Faculty Senate were doing to make the academic case to the public and the legislature. He noted that much of our research is collaborative in nature, developing apprenticeships for our students, serving their educational and teamwork needs. REARDON stated that the case is being made to as many venues as possible, and, although he hoped that the message was being heard, acknowledged that national attitudes are not terribly promising.

QUESTION PERIOD

No questions were asked.

REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Curriculum Committee--JACKSON noted that the committee will be providing the Senate with increased summaries of proposals in the future. With that note, the report was accepted.
2. Graduate Council--SPOLEK noted that Casteel had been Committee Chair for much of the year, and that much of the work was completed under his direction. In response to TALBOT's question, A. JOHNSON stated that the course approvals will be completed later in the day. S. BRENNER noted that of 50 deadline petitions, 46 had been approved, and wondered whether our deadlines were appropriate. SPOLEK stated that Casteel had signed off on most of the petitions, and that these were special cases, close calls, or mistakes by advisors. Most petitions are brought forth with the advisor's approval. The report was then accepted.
3. Library Committee--SCHOLTZ had a prior commitment and could not attend the rescheduled meeting. The report will be given in January.
4. Scholastic Standards Committee--ENNEKING noted that there had been an increase in the number of accepted petitions because today's students are working harder to improve themselves. He also stated that recommendation #2 (G1) was being withdrawn. The report was then accepted.

5. Interinstitutional Faculty Senate--ENNEKING indicated that the IFS met with the Vice Provost for Higher Education. They stated that an increase in productivity would be seen as a tax on people. This is indicative of unilateral disarmament. Shirley Clark and Representative Van Fleet noted that Speaker Campbell has faculty productivity as one of his main issues for the next legislative session. The Chancellor's office is collecting data to respond. IFS could develop independent initiatives to help respond. It is clear that the public wants more teaching, and is uncomfortable with the fact that the universities rewards research and grants. Marjorie Burns will be next year's President; Jack Cooper will be next year's Representative to the Academic Council. Next year's major IFS issues will be Promotion and Tenure Procedures, Faculty Image and Marketing, Addressing the Oregon Benchmarks, and Legislative Strategy. The IFS Report is attached to this document.

UNFINISHED BUSINESS

1. Graduate Council Course and Program Proposals--SPOLEK presented the Graduate Council proposals. HALES/MOOR proposed accepting the CI, EPFA, and SpEd courses listed in December F1, p. 17-18. The motion PASSED. SPOLEK/S. BRENNER proposed accepting the COUN courses listed in December F1, p. 18. The motion PASSED. SPOLEK/TALBOT proposed accepting the graduate courses listed in November G1, p. 1-14. The proposal PASSED. SPOLEK/HALES proposed accepting the graduate program changes listed in November G1, p. 15. HALES noted that the program changes should be listed as they are in the Graduate Council Annual Report, December E2, p. 2: MA/MS Mathematics; MA/MS Psychology; MA/MS Computer Science; MA/MS Electrical and Computer Engineering; MA/MS Education: Counseling; MA/MS Education: Curriculum and Instruction; MA/MS Education: Educational Policy, Foundations, and Administrative Studies. With this correction, the program changes PASSED.
2. The decline and devaluation of the undergraduate degree--A. JOHNSON set the stage for the discussion by reading the following from *Integrity in the College Curriculum*, p. 1-2:

Because the decline of the undergraduate degree is at the heart of the problem, we must come to terms with that reality and develop some understanding of how we arrived where we are.

Evidence of decline and devaluation is everywhere. The business community complains of difficulty in recruiting literate college graduates. Remedial programs, designed to compensate for lack of skill in using the English language, abound in the colleges and in the corporate world. Writing as an undergraduate experience, as an exploration of both communication and style, is widely neglected. College grades have gone up and up, even as Scholastic Aptitude Tests and American College Testing scores have gone down and the pressures on teachers to ease their students' paths to graduate schools have increased. The modest gains in SAT scores in the June 1984 tests suggest a leveling off, but hidden in the statistics are brutal social and economic facts: scores up dramatically in affluent Connecticut, flat in troubled New Jersey, down in New

York City. Foreign language incompetence is now not only a national embarrassment, but in a rapidly changing world it threatens to be an enfeebling disadvantage in the conduct of business and diplomacy. Scientific and technological developments have so out-paced the understanding of science provided by most college programs that we have become a people unable to comprehend the technology that we invent and unable to bring under control our capacity to violate the natural world.

As for what passes as a college curriculum, almost anything goes.

LIEBMAN began the discussion by addressing faculty productivity. He noted that we should not discuss only the outcomes as deliberated by the handwringers in our community, but, as we are asked to do more with less, we should focus on how we can help our students. In particular, he asked us to study three questions: 1. How do we best eliminate the stranglehold of the three credit course? 2. How can we incorporate our students as peers in the learning process, and reach them in ways other than the classroom? 3. We operate the university in either a two or a three day shift. How can we improve upon this, especially in the craziness of the ten week term? When A. JOHNSON noted that faculty productivity was the subject for January, LIEBMAN responded by saying that all are connected, and that we must reach students better, make teaching a more gratifying process.

BURNS felt that students have made great strides in the last decade, and is sometimes jealous of their writing. HALES agreed, noting that many of the criticisms arose in the 1970s and 1980s, and have since been addressed. We are simply reacting to old reports. COOPER noted that we are being asked to solve a national problem at the local level. If we offer a wide variety of courses to our students we are accused of having an incoherent program. He felt that similar core requirements within all state institutions would help. TALBOT thought that improving teaching evaluations, partly by adding observers was difficult, and that grade inflation needs to be managed better.

OSHIKA gave the industry perspective. She thought that the broad skill set had not changed within the last 20 years, but that employees' skills are not balanced. English majors can not do math, and computer science students can not write well. A broader set of skills is needed in the workplace. At the university, we make students compartmentalized, giving good technical skills, and lacking breadth. BURKE noted that the academic community has avoided its responsibilities while defending narrow departmental interests. In response to MOOR's question, OSHIKA said that there seems to be more area specific phobias today than there were 20 years ago. During layoffs, these are the first to go. MOOR then noted that we should create the broad curriculum here; OSHIKA agreed, indicating that many students graduate, go jobless, and have no idea why.

NARODE was upset that that business is telling the academy of educators what is wrong. We understand our task, and are more critical than any other group. This is a case of blaming the victim, jumping on the undergraduates. S. BRENNER thought that part of the problem is the large group of incoming transfer students, who arrive here in poor

shape. Another difficulty is that student FTE continues to be a sole driver of output. There are no rewards for high standards. Students who do not belong here do not understand the need to write well, and criticize faculty who make them work. J. BRENNER thought the problem is one of skills vs. content. Writing is the ability to *interpret*. Do we have the will and resources to actually implement a true writing across the curriculum? We should determine what the students need to know, establish communities of learning, and focus on the environment. Simply setting standards is not enough. Additionally, many of our students are not transfer students.

LANSDOWNE asked if PSU has an educational philosophy. A. JOHNSON thought it was stated in the catalog. KINNICK said that our curriculum is non coherent; it has lost its centrality of purpose. A companion piece, "Involvement in Learning," deals with how we make our changes. It focuses on models to help students become more engaged in learning. It works on the vehicles for learning, for developing the curriculum.

LIEBMAN summarized by stating that the process of our study is important. Is there some core of knowledge that our students should have? We give them 60 three-credit courses, and may not be examining the skills that they should when they graduate. How should we *package* our education?

3. Should the PSU Faculty Senate return to Cramer Hall room 150? BURNS/TALBOT moved that the Faculty Senate should return to CH 150. GOSLIN noted that although SBA 190 might be more modern, with better equipment and acoustics, CH 150 is more conducive to a collaborative sharing of ideas. The motion PASSED.

NEW BUSINESS

1. Scholastic Standards Committee--ENNEKING reiterated that the committee was dropping item 2, in G1.

HALES/S. BRENNER moved that "A three person subcommittee of the Scholastic Standards Committee be designated to conduct the activity of the Scholastic Standards Committee over the 13 week summer vacation period. The University should support, with pay, the work of any 9-month faculty members on the subcommittee, each for one hour per week, during the 13 week period."

ENNEKING noted that the committee has substantial activity during this period, especially between the end of summer term and the beginning of fall. MOOR asked whether budgetary considerations would allow for this payment. ENNEKING expressed sympathy for the budget, but noted the major need. J. BRENNER felt that many committees were in a similar position, and that this might be a mistake, setting a precedent. She felt that the appropriate Senate board should study the issue. LANSDOWNE wanted to identify the funds before agreeing.

LANSDOWNE/NARODE moved to TABLE the motion to the Committee on Committees.

The motion to table PASSED. The Secretary will inform the Chair.

2. Amendment to the Constitution of the PSU Faculty

MOOR/LANSDOWNE moved the substitution of the phrase "retired faculty association" for "Emeritus Faculty Association," not wanting to perpetuate the distinction between emeritus and retired faculty. The substitution PASSED. The Amendment now goes to the Advisory Council for its approval, and then return to the Senate.

3. BURKE/S. BRENNER moved passage of G3, "Resolved that the PSU Faculty Senate joins with the members of the Black Studies Department in their recent statement of the proper role of an instructional department and of the appropriate criteria in the selection of departmental administrators. The Senate agrees that the goal of an academic department is to provide education to students without regard to their race or sex, and that the qualifications for academic appointments are academic training and ability. Notwithstanding the appropriateness of affirmative action to promote the employment of members of underrepresented groups, it is impermissible in principle and prohibited in law that any person should be disqualified from an academic appointment by virtue of race, sex or ethnic origin." The motion PASSED unanimously.
4. KOSOKOFF/FISHER moved the following congratulatory message: The PSU Faculty Senate wishes to congratulate the athletes and coaches of both our football and volleyball teams for outstanding seasons. In addition, we wish to express our thanks and best wishes to outgoing coach "Pokey" Allen and his assistant coaches.

ADJOURN

A. JOHNSON adjourned the meeting at 4:45 PM.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, January 4, 1993
Presiding Officer: Ansel Johnson
Secretary: Alan Cabelly

Members Present: Barna, S. Brenner, Burke, Burns, Casperson, Cooper, DeCarrico, Ellis, Falco, Farr, Fisher, Forbes, Goucher, C. Gray, Hales, Johnson, Jolin, Karant-Nunn, Kimball, Kosokoff, Latz, Lendaris, Liebman, Livneh, Manning, Midson, Moor, Narode, Ogle, Oshika, Parshall, Reece, Sestak, Smith, Sobel, Talbott, Terdal, Terry, Tuttle, Visse, Vistica, Weikel, Westover, Wollner, Wurm.

Alternates Present: Johnson for H. Gray.

Members Absent: Beattie, Bjork, J. Brenner, Briggs, Duffield, Etesami, Finley, Gillpatrick, Goekjian, Goslin, Jackson, Lansdowne, Lutes, Schaumann, Wetzel.

Ex-officio Members Present: Cabelly, Desrochers, Erzurumlu, Koch, Mestas, Pfingsten, Ramaley, Reardon, Scholtz, Tang, Tinnin, Ward.

APPROVAL OF THE MINUTES

A. JOHNSON called the meeting to order at 3:00 PM and made the following announcements:

1. The Constitutional Amendment regarding retired faculty will be voted upon in January
2. Today's Library Committee information is in the December packet
3. Senators should give names of their alternates to the Secretary
4. Judith Sobel has been added as a representative from UPA, responding to the move of Health Studies from HPE to UPA.
5. K-House prepares refreshments after every Senate meeting. Senators and *ex-officio* members are encouraged to attend.

APPROVAL OF THE MINUTES

It was noted (prior to the meeting) that Sestak had been attendance at the December meeting. With that correction, the minutes were approved.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. President's Report
 - a. Happy New Year to everyone.
 - b. David Johnson is the new advisor to the President. This is a position that has recently been invented, to act as liaison to students, faculty, and staff, and be general ombudsman on campus policies. Prior liaisons had been Rod Diman and Mary Kinnick. The Advisor's phone number is 5-4959.
 - c. We currently have finalists for the job as Government Relations Coordinator.

- d. The search for Executive Director of Development is about to begin. Regina Borum has been acting in that position, and has done a great job.
- e. The new Business Administration Dean will be announced in a few days.
- f. Tim Walsh is the new Head Football Coach.
- g. The new legislative session is nearing. It will obviously be watched closely.
- h. The university continues to develop cooperative ventures in the Portland Agenda. This supports faculty through grants, the School of Social Work Ph.D., the Portland Educational Network, and PORTALS.

- 2. Provost's Report—no report is necessary.

QUESTIONS FOR ADMINISTRATORS

LIEBMAN asked if thought has been given to rethinking the course credit system, encouraging the development of four-credit courses. REARDON noted that Task Force on Faculty Workload and Productivity is studying this option.

QUESTIONS FROM THE FLOOR FOR THE CHAIR

There were no questions.

REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

- 1. Winter Term Registration Report—Tufts

The changes from last year are:

Students taking fewer than seven credit hours: down 1.4%

Students taking eight or more credit hours: up .9%

Total head count: up .2%

Total PSU credit hours: up .2%

Thus, we are relatively even. In response to COOPER's question about the number of sections we offer, TUFTS indicated that this type of count is difficult to do. TANG stated that our desire was to offer the same number of sections this year.

- 2. Library Committee--Scholtz

Four key items should be noted:

- a. Videotapes can now be placed on reserve.
- b. The library is being told to prepare for significant cuts. 5.5 FTE are to be cut from its faculty. \$400,000 will be cut from its serial and monograph budget, mostly from serials. Departments will be asked to submit revised budgets this spring.
- c. Issues of library ownership of serials and monographs vs. providing access will be discussed in the spring.
- d. Questions of authors retaining copyrights will be discussed in the spring.

3. Faculty Development Committee--Bleiler

The committee has taken a very broad view of scholarship. Its task was to take all the funding sources and place them in one area, so faculty would need to make only one grant application on campus. The committee's application had been distributed to faculty in December.

UNFINISHED BUSINESS

1. Faculty performance, productivity, and accountability--A. Johnson

In response to WEIKEL's question, A. JOHNSON opened by indicating that curricular issues are appropriate during our discussion of faculty performance, productivity, and accountability. He said that the typical faculty member tries to please everyone at all times. For years, we strove to write research papers and research grants. This has been the prime motivating carrot for 20 years. We are now revisiting this. The Faculty Development Committee is redefining how they view scholarship. Should we reward faculty for achievement, or punish them if they do badly?

KARANT-NUNN discussed the Pister Report with some of her Berkeley colleagues who had never heard of it. However, it does show our movement towards flexibility by updating how we evaluate what people produce. Unfortunately, it ignores other areas of teaching, public service, university service, and knowledge application. OSHIKA noted that it is in our best interests to study these questions now. We are being forced into it now because times are not flush and that others who look at us do not understand what we do. Better measures might help. The Chancellor's task force (see enclosed article from *Currently*, January 4, 1993) will develop these. LENDARIS asked what data PSU can give to this committee, and LIEBMAN noted that we are asked to justify state funds without criteria beyond student FTE. Can we establish our own benchmarks? FTE measures **motion**, yet not **forward motion**. We need some good qualitative measures, such as the following:

- A commitment to guarantee small seminars to all students;
- A commitment to provide all graduates with some types of team project before they graduate;
- A commitment to provide all majors with an urban service experience

COOPER reminded everyone that the legislature is only looking for FTE output measures. The Oregon Futures Conference and House Speaker Larry Campbell are ignoring service and research, saying that we can cut these and teach more. They believe that the state should not fund research.

DESROCHERS said that the Pister report was motivated by an earlier report asking UCB and UCLA to rebalance teaching and research. Pister attempted to do this; we must respond, get our house in order, then go to the legislature. LIEBMAN thought that what the legislature is asking us to do is inconsistent with the urban mission. What is important to us is ignored by the legislature and by promotion and tenure procedures.

A. JOHNSON noted that specific reports and demands are coming at us from all angles, and that the UPC will be studying these issues. LIEBMAN thought that we are victimizing ourselves by not calling the rest of what we do teaching. We need to make sure that the decision makers count the field and lab teaching.

LATZ wondered what Campbell's thrust was. He felt that we need to do a better job of defining our mission, showing how our organizational goals relate to research and service. He wondered how we are being conceived. To this, REARDON noted that Campbell is not being a true outlier. The University of Washington regents said that UW faculty should do more teaching. This is a nationwide issue; the Provost did not know if any set of faculty is doing more than just talking in response. In response to FARR's question, REARDON noted that we are making the argument on the importance of service. The real argument for the legislature may be actual contact hours. We are still trying to determine what the legislature really wants us to respond to.

MOOR noted that we **will** be asked to produce more credit hours. How will this be counted? How will we be rewarded or punished? We should give the rewards to the departments, so the head can choose the best way of increasing FTE produced. LENDARIS noted that the other schools being asked to teach more have a pendulum strongly on the research end. We are in the center. REARDON agreed that we are in a bad situation, suffering from the backlash from others. We should not have departments simply add student credit hours, but should tie these additions in to curricular needs. This is all interrelated: advising, the question of what education is, and the question of the problems the catalog causes. BURNS thought that students will not read the catalog no matter what, and LIEBMAN wanted departments to create paths that would lead to the major. General education should not simply be at the 200/300 level; we should have other, collaborative projects.

KARANT-NUNN asked for a coherent curriculum, not simply more requirements without coherence. We should look at the real possibilities for improvement; however, it is difficult to grab onto a real concrete set of examples. REARDON noted that this is a precursor to true curricular change. **In response to KOSOKOFF's question, REARDON suggested that we forward ideas to Weikel for the UPC or to Tinnin for the Chancellor's Task Force on Faculty Workload and Productivity.**

TINNIN indicated that we still do not know the operational sentiment of the legislature. We need definitions and data. Contact hour data are available, but service and research commitments are difficult to quantify. We need to make this concrete. What is disturbing is that faculty report a workweek of approximately 55 hours nationwide (this is consistent with private industry positions), but that outsiders studying faculty observe only 45 hour workweeks. This does not question how **much** we work, but does ask whether we are doing the right things. COOPER noted that we at PSU are hurt by the propaganda of other institutions where students claim that they never see a real faculty member for two years. TINNIN countered by stating that where we get hurt is having many courses on the books with fewer than nine students. RICKS noted that part of the problem is cross listing courses in many departments: a 20-person course listed in four departments looks like four small classes.

NEW BUSINESS

1. Academic Requirements Committee Resolutions--Wineberg

- a. WINEBERG discussed the reason for the proposal, noting that, for purposes of catalog choice, transfer students are treated differently than are students who

spend their entire academic careers at Portland State. KOSOKOFF/BURKE moved that

effective 1993, students will be graduated according to the requirements of the PSU catalog in force when they enroll after admission to any accredited institution, unless they choose to graduate under a later catalog; however, see seven-year rule. Once admitted and enrolled, students may graduate under the guidelines of any catalog issued after their first admission and enrollment, whether or not the student was enrolled during the year in which said catalog was in effect. This requirement applies to all PSU students regardless of whether or not they are transfer students.

TANG clarified the motion, stating that currently it is virtually impossible to advise students in advance, and that students are often caught at the time of graduation, not realizing that they suddenly cannot graduate. This proposal gives consistency to the process. TALBOT and KARANT-NUNN asked that this be clarified for the students, and WINEBERG indicated that much of the catalog copy has already been reworded. S. BRENNER asked why the seven-year rule could not simply be used for everyone, and A. JOHNSON and TANG suggested that admission date to the university was crucial. Simply having a seven-year rule would mean that a student could go back to high school days if college courses had been taken at that time. BURKE noted that we do too much advising because the language is difficult to understand, and FARR asked for A and B options. TANG asked that the Senate simply approve the concept, while OSHIKA pleaded for shorter explanations. HALES thought that the phrase "post-secondary education" should be added, and WEIKEL wondered whether a substitute motion was needed. TANG thought that the committee had heard and understood the concerns of the Senate regarding the catalog copy. The motion PASSED.

- b. WINEBERG discussed the reason for changing the grade requirement for HPE 295, Health and Fitness for Life, noting that it is the only all-university courses required for graduation in which a D- or better was necessary for credit. WR 323 requires a C- or better. The ARC feels that this inconsistency is a problem; the Chairpersons of Health Studies and the Scholastic Standards Committee have both been consulted and agree. KARANT-NUNN/S. BRENNER moved

effective fall 1993-94, that a grade of C Minus (C-) or better, regardless of whether the course is taken for a differentiated or undifferentiated grade, be needed to fulfill the HPE 295 requirement.

MOOR asked that the Senate vote this down, saying that it smacks of elitism and will lead to grade inflation. This also seems to make HPE more important than other university courses, where D- is necessary for credit. A. JOHNSON noted that various committees had looked at the question of whether HPE 295 was even needed as a course requirement. WINEBERG responded by saying that the ARC was continuing to look at curricular changes across the catalog, and that, within most majors, a C (or C-) or better was required in the major courses. In response to HALES' question, WINEBERG stated that a D or better was required in WR 121, but that the student still needed a C in a writing course (WR 323). FARR opposed the motion, believing that the sociology department does not require a grade of C or better for its majors, and indicating that passage would tell instructors that grades below C- do not count. In response to OGLE's question, WINEBERG stated that the change would become effective in Autumn 1993 if it were passed. The motion FAILED 25-16.

ADJOURNMENT

JOHNSON adjourned the meeting at 4:30 P.M.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 1, 1993
Presiding Officer: Ansel Johnson
Secretary: Alan Cabelly

Members Present: Barna, Bjork, J. Brenner, Briggs, Burke, Burns, Casperson, Cooper, DeCarrico, Ellis, Etesami, Falco, Farr, Fisher, Forbes, Gillpatrick, Goslin, Goucher, C. Gray, Hales, Jackson, A. Johnson, D. Johnson, Jolin, Karant-Nunn, Kosokoff, Liebman, Livneh, Moor, Narode, Ogle, Oshika, Parshall, Reece, Schaumann, Sestak, Smith, Sobel, Talbott, Terdal, Terry, Tuttle, Visse, Vistica, Weikel, Westover, Wollner, Wurm.

Alternates Present: Kenreich for Kimball, Wadley for Wetzel.

Members Absent: S. Brenner, Duffield, Finley, Goekjian, H. Gray, Lansdowne, Latz, Lendaris, Lutes, Manning, Midson.

Ex-officio Members Present: Cabelly, Desrochers, Diman, Erzurumlu, Koch, Mestas, Miller-Jones, Pfingsten, Ramaley, Tinnin, Toulon, Ward.

APPROVAL OF THE MINUTES

A. JOHNSON called the meeting to order at 3:00 PM and made the following announcements:

1. Marjorie Burns is to be congratulated on being named President of the Interinstitutional Faculty Senate.
2. K-House prepares refreshments after every Senate meeting. Senators and *ex-officio* members are encouraged to attend.
3. Faculty Senators are elected by their constituents. They are urged to communicate with them, discuss important issues with them, and seek responses from them. When this process works, it ensures that faculty voices are heard.
4. Within the next month there will be many meetings on productivity, the budget, etc. Faculty are urged to attend them. The next one, on February 2, is titled: *Faculty Productivity: Meeting the Responsibilities of Academic Freedom*, and will be led by Linda Ade-Ridder (Miami University), Bob Tinnin, and Sy Adler.
5. University commitments have forced Shelley Reece to resign from the Steering Committee. The first alternate, Harold Briggs, has been named to the Steering Committee.
6. The Steering Committee is reviewing the Constitution and will present a set of proposed amendments to the Senate at its next meeting.

APPROVAL OF THE MINUTES

OGLE noted, p. 20, ¶2.b., that "5.5 FTE are to be cut from its [the library's] faculty and staff."

COOPER noted, p. 21, one paragraph from the bottom, that it was **Larry Campbell**, speaking to the Oregon Futures Committee of the Oregon House, who said that we can teach more and cut service and research.

BURKE noted, p. 23, that he said that faculty do too little advising, not too much.

MOOR substituted the following change on p. 24, top: MOOR recommended against the motion on the grounds that it was premature, since a committee was charged to recommend whether or not to retain the HPE requirement, and that the policy would imply that the course was more important than other courses, in which a D- is sufficient to meet university requirements.

A. JOHNSON informed the Senate that the large number of corrections was caused by a faulty recording device.

With those corrections, the minutes were approved.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

CARTER distributed the document titled *Toward a Pilot Program in Writing Across the Curriculum*. (Parts of this appear in G3.) As noted in the proposal, he described why WAC is important, why it is being proposed now, what the proposal is, and why speed is of the essence. **Faculty are urged to read the proposal in its entirety before the next Senate meeting, call Carter at 5-3523 if necessary, and be prepared to vote on the proposal.**

HALES noted that it might be useful to go back to the previous rule to satisfy the writing requirement, using any transfer course that would be appropriate, allowing students to go outside of the university. In response to WEIKEL's questions, CARTER stated that instructors in WAC course would be trained in workshops in the spring, and that if WAC courses were larger than 20, there would be TAs. In response to MOOR's question, CARTER expressed uncertainty about whether currently small classes would be used or whether larger classes would be moved down to 20 students. CARTER answered BJORK's question by indicating that a careful evaluation of students would be needed after they complete the program.

1. President's Report

(Note that this also includes the Budget Report from Ray Johnson, listed in the Agenda as E2) RAMALEY began by applauding CARTER's work on Writing Across the Curriculum, noting that she has taught writing intensive courses, and that it really works. Workshops to focus on faculty instead of students are more effective because they reach more students in the long run.

RAMALEY indicated that we are in a crisis situation, and have been since she issued a letter on May 18, 1992 invoking Article 22 Section 2.b. of the AAUP contract. This letter and the contract clause say that "a condition requiring departmental reductions or eliminations exists." We have now achieved budget reductions of \$4.1 million, with the last \$900,000 coming from the abolition of frozen positions and the reduction of university operating reserves to less than \$150,000. We are now preparing for the 1993-1995 biennium, led by the chancellor's guidelines:

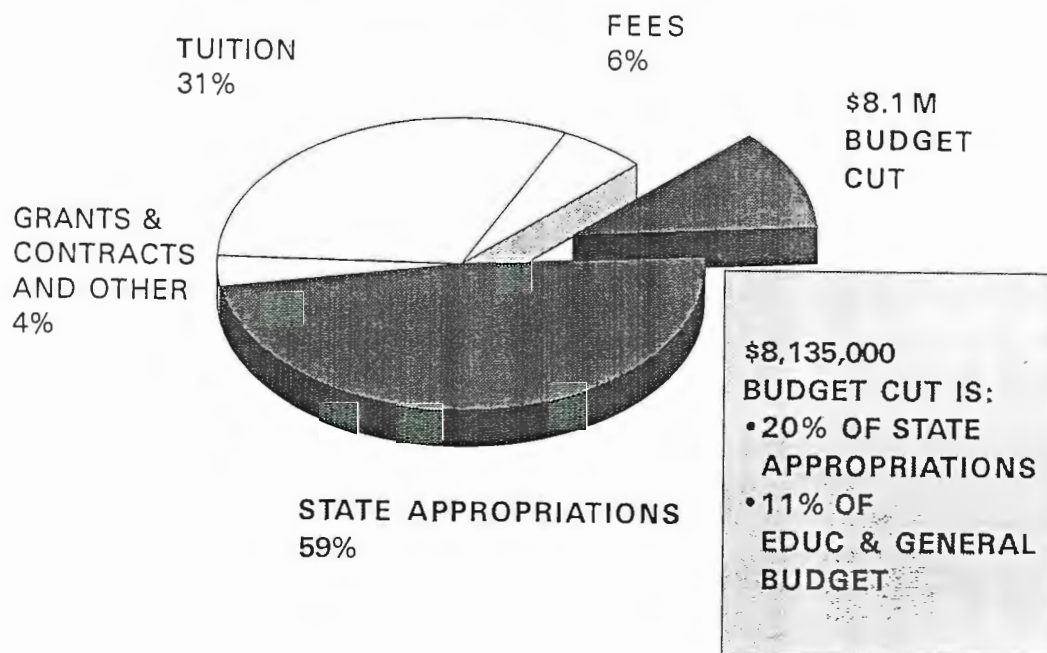
Reduce the budget by \$9.6 million annually
 \$1.5 million may come from annual revenue enhancements (primarily tuition)
 \$8.1 million in annual budget reductions remains

The following chart shows this cut:

PORTLAND STATE UNIVERSITY

1992-93 EDUCATION AND GENERAL BUDGET

TOTAL EDUCATION AND GENERAL BUDGET = \$72,659,995



Within PSU, the following are the effects of our 20% reduction in the state general fund support:

Enrollment goes from 9127 student FTE to 7850 student FTE
 Loss of approximately 168 FTE faculty and staff out of 1050 total
 Loss of approximately 273 positions

These are all estimates, and depend on how the campus is operated. The Board estimates that the resulting FTE will be 8200, while the Governor says 8500. The Board and PSU also expect a 15% tuition increase, while the Governor wants it held at 7%. Finally, everyone has a

different expectation of the faculty instructional productivity increase: the Governor wants 15%, the Board 10%, and PSU 5%. The legislature says this is an individual measurement, while we are still considering this. We must ask whether productivity is individual or collective, and whether it is teaching only or also includes scholarship and community service and action. Responses to these questions may help bridge the gap between funding and student FTE.

The Governor's plan for covering the reduced tuition increase calls for the increase in faculty instructional productivity by 15% and an increase in the OSSHE general fund allocation of \$10.9 million.

We have made the first 80% of our cuts. We must now decide where the final \$1.8 million (32 FTE faculty) is to come from; however, allowing us to wait one year before making this a permanent cut will allow us to redesign our curriculum in the most effective way. We have already cut 73 FTE faculty, 8 FTE GTA, 44 FTE classified staff, and 15 FTE management services positions, as well as the International Trade Institute (ITI) and the Center for Urban Research in Education (CURE). Access funds disappear. On academic programs, we need a concept of sustainability, of integrity for the institution. We do not want to eliminate degree programs. We do not want to eliminate anything that should be retained on a long term basis. Further, we are the only option for many people in the community who need education. Our short term cash carry-overs will hurt, but we still have some investment options available to us. Systemwide decision packages using lottery funds for economic development will help in some areas: the Governor's budget proposes (system wide) \$2.0 million for Joint Business Schools, \$2.0 for Joint Engineering Schools, and \$1.2 million for Faculty and Counselor Training under the 21st Century Schools Act. Thus, cuts and new programs will occur simultaneously.

Contractual reasons require the following dates:

Feb. 1–Apr. 15, 1993

Deans prepare detailed budget plans for 93–94 and 94–95

May 15, 1993

Budget reduction team issues provisional reduction plan

May 16–June 9, 1993

Budget hearings

June 10, 1993

President announces final plan

June 15, 1993

Formal layoff notices issues

We have informed the management services people as early as possible of their potential layoffs, giving them the time to look for jobs. Fifty percent of them have already been successful; there has been very little drop in productivity, support, and morale so far. Unfortunately, the average length of service of those laid off has been fifteen to twenty years; there is more anguish on campus than ever.

We will use *PSU Currently* to help distribute information. People with questions should call the rumor hot line (5-6399), Dave Johnson (5-4959), or the Provost. One false rumor is that sabbaticals have been suspended; that is not true. More rumors are expected because of the confusion of all the numbers being discussed, and the many approaches to handling the situation. In response to WEIKEL's question, DESROCHERS noted that more than 20 faculty have availed themselves of the tenure relinquishment program, and that this is part of the \$1.497 million of faculty cuts.

When LIEBMAN asked how to energize alumni, RAMALEY said she thought that faculty can effectively make our case to the legislature (she noted that this is different from the electoral process, where we are constrained about how we can speak). We are the university. The typical higher ed defensive strategy has not worked; we must tell the faculty productivity story from the students' viewpoint. When LIEBMAN asked who would come to a session teaching faculty how to present the message effectively, many faculty raised their hands. WOLLNER said that AAUP is working hard on this, RAMALEY said she is working on this with alumni, and BURNS said that this is also an IFS mission. WOLLNER informed everyone of the handbook for alumni advocates that is available, and RAMALEY thought it could be easily revised for faculty use. Debbie Murdock, the new Government Relations Director, will be working on this.

LATZ asked what was being done for unclassified staff/unranked faculty who are being laid off. DESROCHERS said that, for the non-teaching faculty, this should be handled through Gary Martin's office. RAMALEY reminded everyone of the crucial needs to support ITI and CURE staff. She then thanked everyone for their patience through this difficult process.

2. Provost's Report—Instructional Technology Plan Report

KOCH substituted for REARDON and presented the technology plan report, as noted in C2, p. 2-4. His presentation utilized some of the technology under discussion, including computerization of the visual materials, with the potential for software revisions on the spot. This is already available in selected classrooms. He noted that certificates of participation (bonds) and donations are the main sources of funding.

GOSLIN expressed the understanding that the COPS are retired either from operating budgets or by floating a bond. He then asked how they would be retired in this difficult budgetary environment. Before the meeting Desrochers pointed out corrections to her comments, p. 29, bottom: DESROCHERS noted that the COPS pledge the value of the equipment against the debt, and that the payoff occurs over a seven year time period. If they are not retired, the equipment would be lost. These will be paid off gradually by various means, including from the instructional budget, placing many of the costs up front, and through other means. The new technology will permit us to work effectively with less staff. GOSLIN didn't think that faculty could be replaced by new computer technology; DESROCHERS stated the Chancellor's desire that all faculty within the state system will utilize computers as work stations on their desks. Using them for student information systems as well as instructional technology will make this achievable. MILLER-JONES commented that the debt would also allow us to leverage the funds with matching funds; DESROCHERS agreed, and informed us that the Foundation has already begun doing this. FORBES reminded everyone that a pressing need on campus was large lecture

halls, and asked if classroom broadcasting into a number of rooms simultaneously could be added to the plan.

QUESTIONS FOR ADMINISTRATORS

KARANT-NUNN, noting that advance warning for her question was not possible because the issue had just come up, read the following from a memo distributed to library staff on January 29, 1993 by Tom Pfingston:

Here is an outline of the budget reduction plan I have developed in conjunction with the Library's Assistant Directors. It has been presented to the Provost, the University Library Committee, and the Library's Budget Reduction Committee. At this point I cannot address the issue of reductions in the faculty ranks. The timeline for identifying faculty positions for elimination extends over the next several months and I will be working with the Provost and the Deans on this process. One year advance notification will be given to affected faculty by June 30, 1993 in accordance with the rules governing faculty appointments....

She then asked PFINGSTON to what degree the university faculty at large has been consulted in advance of this, and to what extent will the library faculty at large still have a part in determining where faculty cuts will be made. PFINGSTON said that a task force of 14 library faculty had identified 28 options for budget reduction of \$200,000. He had open meetings of all library staff, where he went over all the options. He then met with the two assistant library directors, and studied the options to find the least damaging options. A proposal was then taken to the Provost, who suggested changes. The next proposal was given to the University Library Committee, who endorsed the proposal and complimented the library for exploring the options as thoroughly as they did. The decision was then reported to the Budget Reduction Team, and then the memorandum of January 29 was distributed.

The next steps of faculty reductions will be similar to that used by other Deans, using consultation throughout library faculty. KARANT-NUNN said that this answered the question, but that the fact that this is circulating is an indicator that a number of faculty believe that they have not had an adequate opportunity to be consulted. PFINGSTON, responding, noted that his plan is premised on a reduction of service points. We now have five floors of operations; this cannot be staffed under budget reduction. He expects to reduce service points down to three, acknowledging that difficult decisions are being made. This is the only way we can absorb these cuts. The proposed configuration is not unusual, based on the examination made by the Budget Reduction Team.

QUESTIONS FROM THE FLOOR FOR THE CHAIR

There were no questions.

REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Proposed Changes in Media Services—PFINGSTON

The audio visual department has taken a substantial hit from Measure 5. It has lost five of its eleven positions, and one third of its budget. The following services will continue:

- ◆ music support, including scores, CDs, facilities
- ◆ the audio visual media library, films and videos for the various departments
- ◆ the learning laboratory in the basement of Neuberger Hall will be enhanced
- ◆ media productions
- ◆ equipment maintenance and repair

The following services will be cut:

- ◆ Equipment delivery will be decentralized, and will become a responsibility of the local departments. One way that this will be facilitated will be having permanent audio visual equipment in classrooms. Forty currently have overhead projectors. Scheduling has a list of these rooms; faculty should call AV so they can be prepared.
- ◆ AV no longer will have any people to order films. Departments will need to take over this task. A number of options exist to facilitate this. One is the use of closed circuit videos. Another is the use of movies the university currently owns. AV will be training people within the departments to do the ordering.

These changes are already occurring. AV has already lost two of its people, with another scheduled to leave before the end of February. AV/TV Services is developing a close relationship with the Technology Group, and is working to think through the delivery of media services. There is a proposal to develop two service centers to totally revise the use of these types of technology on campus. This should give the university a better program of instructional technology than it currently has.

2. Task Force on Faculty Workload and Productivity—TINNIN

The Chancellor's task force is attempting to determine what faculty do with their time. Within two weeks it will be developing faculty work profiles. The task force agreed that each college and university should work on its own definition of productivity based on its mission and student profiles. The possible definitions included: student credit hours (SCH) per degree granted; SCH per state dollars; SCH per faculty FTE; the use of student contact hours instead of credit hours for the formulas; head count per faculty FTE; student/faculty ratio; and, in an effort to recognize some of the "other things" that faculty do, dollars attracted per state dollar and textbooks published per faculty FTE. We need to understand the implications of each definition.

On each campus, we should be planning for a 10% increase in productivity for next year to offset the effect of the cuts on students. We should expect that there will be performance audits in the future, and that explicit performance expectations for faculty should be considered. In response to GOSLIN's question about the historic data that exist on this campus about how

faculty spend their time, TINNIN noted that he is aware of these. GOSLIN reminded everyone that we used to collect this every year; TINNIN noted that national data are available, but that the legislature wants current data for its campuses only.

3. University Planning Council—Weikel

The UPC is also studying the productivity question. People should continue going to the forums and expressing their ideas. Others should send their ideas to Weikel. Art Terry heads the subcommittee putting these forums together, and should receive credit for that.

UNFINISHED BUSINESS

1. Amendment to the Constitution of the PSU Faculty—A. Johnson

Article V. Faculty Senate

Section 1. Membership.

1) Ex-officio Members

- a) The President, the Provost, all Vice Presidents; all Deans; the Director of the Library; all assistants to the President; the Secretary to the Faculty; **a representative of the retired faculty association**; and the Student Body President of the Associate Students of Portland State University shall serve as ex-officio members of the Senate....

The constitutional amendment would add the section in **bold**.

A. JOHNSON reminded the faculty that the motion has already been made, that it cannot be amended, and that a two thirds vote is needed for passage. KARANT-NUNN asked if there is a direct correspondence between eligibility for membership in the association and faculty status. She expressed concern that someone eligible for regular membership could become an ex-officio member through this route. CABELLY remembered that the Advisory Council requested that the phrase retired faculty association remain lower case, and MOOR noted that this was part of the original motion. SUGARMAN, speaking for the association, noted that the intent was to get representation only from truly retired faculty.

The motion PASSED unanimously, and now goes to the President.

NEW BUSINESS

1. Academic Requirements Committee Resolution—Wineberg

BURKE/KARANT-NUNN moved, effective Fall 1993,

"that courses with the J or Sc Prefixes be taken off the General Education Requirement Exclusion List and be allowed to be used to satisfy the General Education Requirements."

In response to BURKE'S question, A. JOHNSON stated that the motion would not be retroactive. MOOR wondered what would happen if someone transferring one Science course in wanted to add one of our courses, e.g., Biology and make it one group. ALBERTY said that this could not be bundled. She also noted that this proposal had gone through the ARC and Steering Committee a few years ago and had somehow been lost.

The motion PASSED unanimously.

ADJOURNMENT

JOHNSON adjourned the meeting at 4:53 PM.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, March 1, 1993
Presiding Officer: Ansel Johnson
Secretary: Alan Cabelly

Members Present: Barna, Bjork, S. Brenner, Casperson, Cooper, DeCarrico, Ellis, Farr, Fisher, Forbes, Goslin, Goucher, C. Gray, Hales, A. Johnson, D. Johnson, Jolin, Karant-Nunn, Kosokoff, Lansdowne, Latz, Lendaris, Liebman, Livneh, McElroy, Midson, Moor, Narode, Ogle, Oshika, Parshall, Reece, Schaumann, Sestak, Talbott, Terdal, Terry, Vistica, Weikel, Westover, Wollner, Wurm.

Alternates Present: Limbaugh for J. Brenner, Arante for Burns, Corcoran for Finley, West for Manning, Wadley for Wetzel.

Members Absent: Briggs, Burke, Duffield, Etesami, Falco, Gillpatrick, H. Gray, Jackson, Kimball, Lutes, Smith, Sobel, Tuttle, Visse.

Ex-officio Members Present: Cabelly, Diman, Karr, Koch, Mestas, Miller-Jones, Ramaley, Reardon, Tang, Tinnin, Toscan, Toulan.

A. JOHNSON called the meeting to order at 3:00 PM and made the following announcements: The President has agreed to last month's Constitutional Amendment. Professor Emeritus Chad Karr, President of Retired-Emeriti Professors of Portland State, is their representative. K-House prepares refreshments after every Senate meeting. Senators and *ex-officio* members are encouraged to attend.

APPROVAL OF THE MINUTES

LIEBMAN noted, p. 29, ¶3, that he had asked how to energize **faculty**.

WESTOVER noted that the correct spelling of the Library Director's name is **PFINGSTEN**. The Secretary apologizes.

After the meeting, DESROCHERS noted that her remarks on the last paragraph of p. 29 should read:

DESROCHERS noted that the COPS pledge the value of the equipment against the debt, and that the payoff occurs over a seven year time period. If they are not retired, the equipment would be lost. These will be paid off gradually by various means, including from the instructional budget, placing many of the costs up front, and through other means. The new technology will permit us to work effectively with less staff. GOSLIN didn't think that faculty could be replaced by new computer technology; DESROCHERS stated the University Administration's desire that all PSU faculty will have computers available as work stations on their desks.

With those corrections, the minutes were approved.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. President's Report

- A. The Pew Roundtable (see attached article, *PSU Currently*, March 8, 1993) is a national body sponsored by the Pew Charitable Trust. Its mission is to discuss issues critical to higher education. PSU is the only educational institution in the Pacific Northwest to participate. Having already discussed what should be done in institutional restructuring, it is now moving into discussions of how these changes should be accomplished. Four issues are to be addressed:

The concept of "scholarship" is to be defined. We have already begun working on this, in such matters as a redefinition of the P&T guidelines, and now have a much broader definition.

Curriculum is the next piece to be examined. What is the role and purpose of graduate and undergraduate education, and how should they be delivered within the context of the urban mission?

How the campus operates is the third component. The quality initiative is one part of this. More than this are the questions of how it works, what it costs, and how effectively it operates in support of the campus mission.

Fourth is community involvement--how does the campus interact with either its community or other institutions?

The trust focuses on the first three, but RAMALEY prefers to focus on all four. Discussions will begin April, eventually with all faculty and staff having the opportunity to participate. Juan Mestas is our contact with the Trust.

- B. Faculty Productivity and the legislative visit is the next key issue. Six representatives, in pairs, met with faculty at PSU, UO, and OSU. Liz VanLeeuwen and Carl Hosticka met with our faculty in an attempt to understand what goes into faculty productivity. RAMALEY said that her goal was to let the legislators get a sense for the differences between the institutions. BRENNER noted that Hosticka and van Leeuwin came from opposite poles on the productivity question, and that many legislators are somewhere in the middle. He suggested that legislators meet with faculty in their offices, and simply watch the range of activities that they accomplish throughout the day. RAMALEY thought that this was a great idea, that the legislature needs to see directly what we do. However, she also wanted to go beyond this, to an examination of what the legislature wants out of higher education, the results from their investment. Once this is determined, then the best method of

accomplishing this can be addressed. We should therefore reframe the issue in this direction, or the legislature will simply cut until it hurts too much.

- C. The Board is discussing what the future of the system is to look like. If we wait until 1995-1997, with only half of the funds that are currently available, we can no longer maintain the system as it is currently structured. Robert Bailey, the President of the Board of Higher Education, wants to begin this discussion now. We have chosen to begin to rethink many of our educational requirements with this in mind. The position paper, *New Directions* (attached), discusses these issues in detail. The Board has begun evaluating many of these options. It is exploring two options in detail: "Create a Single University with Branch Campuses Around the State" (highly centralized, p. 8). This would have a centralized governance structure with a highly differentiated set of campus missions. The second option is Campus Conversion (p. 8), which refers to alternative methods to finance institutions. Models include the public corporation (especially for OHSU), and privatization (high tuition), where the institution would exist in a way similar to that of private universities. A high tuition/high scholarship model would actually cost the state more money than it does now. RAMALEY is concerned about the lack of a common mission, that would allow anyone to utilize any pet program or structure to respond to any grievance. We must change the entire framework of the discussion, to give a context, a set of values related to what the state needs. Without this, we will simply be hit with more cuts. We should take the "high road," and look at the system of the whole. It would be nice if the default position were one of rationality.

When LATZ asked who had testified before the Board, RAMALEY indicated that Gerald Kissler, Senior Vice Provost at the University of Oregon was invited, and chose to bring James Robertson, Dean of the University of Portland's School of Business. Robertson could make comments that no other system person could make. When LATZ asked if there was a system response to an *Oregonian* article critical to the system, RAMALEY stated that the university is making an attempt to provide responsible alternative opinions. She has submitted an opinion piece (enclosed with these minutes).

MOOR indicated agreement on the importance of determining our goals before measuring our performance, and asked if we had asked our alumni for their opinions. RAMALEY said that we are currently surveying our alums to ask these kinds of questions. We will also get information from their employers. We are doing a project with SOSC to show that two institutions with different missions can cooperate on this type of project, and may report to the Senate on this at a later date. She also asked that faculty continue to give their ideas, questions, and comments to her, Vice President Desrochers, Provost Reardon, or Debbie Murdock, the Government Affairs liaison.

2. Provost's Report. There was no report.
3. Cheryl Livneh announced the *1993 President's Award for Outstanding University Service by a Student* (attached). She noted that this is a wonderful way to recognize students. Sandra Arnold has additional nomination forms. TANG asked that faculty not confuse

this award with the large number of awards for academic scholarship that are distributed by Academic Affairs.

4. COOPER gave the IFS report (attached) for Burns, who is currently out of the country. At the conclusion of the report, TANG noted that a bill has been introduced to require that the system review their academic rank categories, to differentiate between teaching and research. COOPER thought that this was introduced on behalf of a private sponsor, and had little chance of passage.
5. A. JOHNSON announced that there may be as many as three proposed constitutional amendments next month: to abolish the Vehicle Accident Review Committee (which hasn't met in twelve years, but may be difficult to eliminate); to revise the charter of the University Athletic Board; and to revise the charter of the Teacher Education Committee.

QUESTIONS FOR ADMINISTRATORS

TALBOT asked if it is appropriate to speak in class about Measure Five. REARDON thought that prudence is the best guide. There is nothing to keep faculty from talking about it, but there should be a concern about the use of class time. This is different from speaking about a measure before the voters, where specific prohibitions exist.

QUESTIONS FROM THE FLOOR FOR THE CHAIR

There were no questions.

REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

There were no reports.

UNFINISHED BUSINESS

There was no unfinished business.

NEW BUSINESS

1. Revision of the *Functions and Procedures of the Faculty Senate*
- S. BRENNER/PARSHALL moved the items in G1.
- A. JOHNSON described the reasons for the changes:

p. 59: Presiding Officer as Senate member: one Presiding Officer was going out of the Senate, so this clarifies that this individual should be a Senator.

p. 59: Committee on Committees Chair as *ex-officio* Steering Committee member: this has been put in to get better interaction between the Steering Committee and the Committee on Committees.

p. 60: Steering Committee to meet one week after the Senate. To facilitate the processes, to meet as close as possible after the prior meeting, to get information out in a timely manner, while it is still fresh on everyone's minds. When LENDARIS asked for clarification, CABELLY noted the problem of a month having five weeks. LENDARIS then suggested that the word "Senate" be added before the word "meeting" to clarify the intent. This was done without comment. S. BRENNER then asked that the second word "or" be removed from p. 62, C. This was done without comment.

COOPER asked why the Committee on Committees Chair should be *ex-officio*, especially when everyone is overloaded. OGLE (Chair of the Committee, and elected member to the Steering Committee) found this role to be beneficial. The committee structure is crucial to the workings of the Senate, and is crucial for communication, in both direction between the committees and the Senate. GOSLIN sought input from past chairs of the Committee on Committees. TERRY, MOOR, WEIKEL, and KOSOKOFF all agreed that although this might add some responsibilities, it would be helpful, respond to many puzzling questions, help in the knowledge of committee workings, and increase communication for perhaps the most thankless job of all. TANG endorsed the measure, recalling that this had been discussed many years ago but had been buried.

In response to Parshall's question, A. JOHNSON noted that the intent of the motion is that the Presiding Officer will have been elected a Senator for the term that s/he is serving as Presiding Officer.

The motion, as amended, PASSED unanimously by voice vote.

MIDSON then asked if E-Mail constitutes written notice. It was suggested that the Advisory Council respond to this question.

2. a. Amendment To The Constitution Of The Portland State University Faculty. (G2.1)

A. Johnson reminded Senators that there are two phases to revise the Constitution: The Senate reads and revises it today, sends it to the Advisory Council for their recommendation, and then the Senate votes upon it at the next meeting.

A. JOHNSON noted that he could correctly sign the Amendment as a Senator because he had recently been appointed to fill a vacancy.

S. BRENNER noted that the word "for," p. 14, V. 1. 2) should not have been deleted. LENDARIS suggested deleting the entire sentence ("The Vice President for Finance and Administration shall act as chief administrative officer for All Other Faculty") because it is not factual. He asked why it is needed, and TANG asked what happens if it is deleted. MOOR

noted that the function of the Senate is not to determine university structure. A. JOHNSON indicated that the Provost oversees System Science faculty. The motion to delete PASSED unanimously.

S. BRENNER asked about the addition of the word "plus" on p. 13, m. A. JOHNSON noted that the word "plus" indicates the practice, and clarifies the intent. It also ensures that, if there is a mid-term vacancy of the Chair, there is no need to do more shuffling of committee members than simply the Chair. MOOR agreed, and used the example of a Budget Committee Chair who might resign in mid term and necessitate more committee changes than would otherwise be necessary. BRENNER indicated understanding and disagreement.

A. JOHNSON then described the reasons for the other changes:

p. 3: Indent two paragraphs because they are simply procedural.

p. 4, 5: "ensure" is the appropriate word

p. 14: the new language is identical to that found on p. 5, paragraph second to the bottom of the page. It clarifies what is desired.

OSHIKA wanted to add the phrase "or Provost's office" to the end of p. 14, V. 1. 2), to indicate a reporting relationship to the Provost. MOOR argued a point of order, suggesting that this is not an amendment to an amendment, but an Amendment to the Constitution, and thus requires ten signatures and appropriate forethought. LENDARIS thought that this change simply noted what had been occurring for the past ten years. A. JOHNSON, ruling on the point of order, noted that it is appropriate to make this change now because it simply confirms past practice, and that we are currently modifying this section for clarity. TANG thought that we should wait for a specific proposal, but LENDARIS argued that we are doing nothing new here. PARSHALL moved to add the words "or administrative" between the words "instructional" and "unit" in the bottom line. The motion PASSED unanimously. MIDSON then moved to delete the word "regular" from the last sentence on p. 14, V. 1. 2). MOOR expressed concern about whether this could be done here. The motion PASSED, 25-7.

The Constitutional Amendment now goes to the Advisory Council.

2. b. Amendment To The Constitution Of The Portland State University Faculty. (G2.2)

A. JOHNSON described the reasons for the proposed changes:

p. 6: Extended Studies is a division; HPE no longer exists.

p. 7: Clarifies role of Committee on Committees. Gives authority in helping committees function.

p. 8: UAB: deletes Dean of HPE. There will be an amendment from this committee next month.

p. 9: Faculty Development Committee: Twice a year because of its importance and number of tasks it performs.

p. 11: Grad Council: new titles

p. 12: General Student Affairs:

a. there are new titles in the university

b. "teaching" faculty not necessary. Committee on Committees makes assignments based upon faculty members (teaching or non-teaching) who have interactions with students based upon the services that the committee provides.

c. delete "Director of Minority Student Affairs:" This title no longer exists.

p. 14: "Vice Provosts" because new titles are being used. Note also that the last sentence of 1) a) should read: "**These** ex-officio members are not eligible to become elected members." The word "These" is an addition, (should be in bold print) caused by last year's insertion of 1) b), making all constitutional committee chairs ex-officio members.

REARDON reminded the Senate that the word "teaching" [p. 12, k)] was a conscious use, to use faculty from within the academic departments, and not those who report to the Office of Student Affairs. MOOR made a motion to separate this from the rest of the rest of the motion, but stated that he would withdraw the motion if someone made an alternate motion to withdraw the word "teaching." COOPER/LENDARIS moved to delete the word "teaching." WESTOVER reminded the Senate that Library faculty are, in fact, teaching faculty; A. JOHNSON asked the Advisory Council to rule on the meaning of the phrase "teaching faculty." COOPER preferred that his motion not exclude library faculty, as they have substantive input to this committee. OGLE, as Chair of the Committee on Committees, noted the problem of not knowing which faculty are teaching faculty or administrative faculty when his committee receives its list of potential committee members in the spring. MOOR noted that this also affects faculty from the School of Extended Studies who might also be excluded. SESTAK thought the requirement for "teaching faculty" would exclude women faculty; it has been found that a larger percentage of women are non-teaching faculty. OSHIKA agreed with this assertion. REARDON thought that the motivations for the original exclusion might be changing, and that this committee will continue to have many consultants to it. The committee exists to provide a service, and the Senate needs to decide how it should function and then find the most appropriate language. DAVIDSON thought that if the Student Affairs issue was important, then that should be the language. COOPER then chose to revise his motion; the modified language reads: ...five *faculty* members *other than those who report to the Vice Provost and Dean of Student Affairs*. LENDARIS agreed to this change. The motion passed unanimously.

MOOR then noted that the word Assistant on p. 14, V. 1. 1) has been changed to include a capital A, indicating that not all assistants to the President are included, but only those who carry the official title of Assistant to the President.

A. JOHNSON asked if there were any other changes or comments. Hearing none, he sent this Constitutional Amendment to the Advisory Council.

3. Writing Across the Curriculum—Carter

GOUCHER/PARSHALL moved to adopt the following:

1. That a pilot program in Writing Across the Curriculum be implemented for the two-year period 1993-95.
2. That this program consist of up to 20 sections per year of regularly offered courses in the disciplines, taught at the 300- or 400-level by specially trained faculty, which would be designated Writing Intensive Courses (WIC).
3. That students be permitted to substitute a WIC course for Writing 323 during the 1993-95 pilot program period.

CARTER distributed a list of responses (attached) to questions he has been receiving. He said that writing is simply too important to be given simply to the English Department. He began by explaining the process used to develop the recommendation. The task force was formed last spring and recognized that a grass roots effort was necessary. The team surveyed the faculty, receiving 246 responses, a 38% response rate. 70% said that writing was extremely important, 25% very important. 64% of the people (158 people) said they would be interested in attending a workshop, and 69 said that they currently use their own style sheet. OIRP was used to survey comparator institutions, the group met with Howard Wineberg, the Chair of ARC, and the Senate Steering Committee. Twelve people have already stated that they would be interested in teaching these courses next year. The task force is simply asking that this be permitted as a pilot program.

In response to FARR's question, CARTER stated that only discrete numbers could be used because most of these courses do not meet general education requirements. FARR thought that there should be a way to use regularly taught omnibus courses. CARTER indicated that the discussion with the ARC led to this result, and REARDON thought that this issue was not significant enough to make an exclusion/restriction. He thought that seminar courses might fit best into this model. TANG thought that as a pilot program, it is probably best to keep it simple, without having to make many additional decisions. The current proposal might also be better for training

At this point, WINEBERG made the following prepared remarks:

The ARC discussed the proposal to substitute Writing Intensive Courses for Wr 323 during the 1993-95 pilot program period and had numerous concerns and

suggestions. I met with the Writing Advisory Committee (WAC) and explained these concerns. It is difficult for me to adequately express the ARC's thinking since we were under the impression that these concerns would be incorporated into a new proposal; rather, they are listed on an information sheet. What I can do is give my views as someone who has talked to the Writing Advisory Council, various university members, and who, as chair of the ARC, has a particular interest in university requirements.

My suggestion is to table this motion until the following concerns can be adequately addressed and the Faculty Senate can consider all of the relevant material.

The following concerns are ranked from most to least important.

- 1) There are very limited criteria for what constitutes a Writing Intensive Course. The WAC states that they will produce clear criteria. When? and more importantly, shouldn't the Faculty Senate have to approve the Criteria. The guidelines for OSU are not necessarily applicable to PSU once OSU requires two writing courses and either a third writing course or a speech course and then they require an upper division writing intensive course. If the proposal is approved, PSU would require Wr 121 and one writing intensive course.
- 2) What grade is needed to fulfill this requirement. The WAC indicates that a "C-" or better will be needed for a Writing Intensive Course to count as a substitute for Wr 323? I do not believe the WAC has the authority to make grading policy; the Faculty Senate would have to address this issue.
- 3) Shouldn't the Faculty Senate be the group that designates a course as an appropriate Writing Intensive Course?.
- 4) The proposal states in point 2 ... "that this program consists of up to 20 sections per year" yet in point 8 of today's handout it states ... "we might be tempted to fudge the numbers upward."
- 5) What type of training will the faculty receive and who will conduct the training? Lander College had a training workshop that lasted five days. Surely, this will not be the case at PSU.
- 6) What is the process for approving a course?
- 7) Is it feasible to have a limit of only 20 students per writing intensive course -- will this create FTE problems, turf battles?

Currently, all students are required to take Wr 323 and thus show a certain level of competence in writing before being granted a degree from PSU. This proposal will substitute a writing intensive course (containing an unknown amount of

writing) for WR 323. Substituting a course with less writing may weaken the writing skills of PSU graduates.

The underlying theme of the current proposal is that the WAC will come up with criteria, guidelines, etc., at a later date. The Faculty Senate is basically being asked to give this committee carte blanche in terms of the entire process. This is quite troubling to me, especially since some of the concerns such as the criteria, approval of courses, and grading policy should be voted on by the Faculty Senate. Further, this committee is not representative of the entire university. There are no members from the School of Business Administration, the School of Urban and Public Affairs, or the School of Fine and Performing Arts.

In reviewing this proposal, one must realize that writing intensive courses will not be used in addition to our current writing requirements but, rather, will take the place of Wr 323. Careful consideration must be given to all relevant material when deciding on whether or not to change a university requirement. My suggestion is to table this motion until these concerns can be more fully addressed and the Faculty Senate can adequately study the material just given to them. Thank you.

MOOR expressed some misgivings about the proposal, but stated that he would vote for it. The experience of the pilot will be helpful in making a firm decision in two years. LANSLOWNE expressed misgivings about the lack of evaluation, and CARTER noted that they were hoping to get evaluative criteria from consultants. We don't have a lot of experience in this area, but might be able to use some of the following: surveys of faculty attitudes, student attitudes, an examination of the writing produced in these courses compared with the writing produced in WR 323, and external evaluators. A. JOHNSON also asked that the Faculty Senate also be kept informed. VISTICA asked why a fourth point, that "Formal review and evaluation be conducted at the end of the two year period, with a report made to the Faculty Senate," not be made. CARTER said this did not come out in discussions, and that he would have no problem with this. VISTICA then made this motion to amend the original motion; the motion PASSED unanimously.

In response to TALBOT's question about the implications of not passing the motion, CARTER noted that, first of all, we would have again failed to get this change implemented. Secondly, he noted that we might have very few people to teach WR 323, and that this is a PSU problem, not an English Department problem. As a result of Senate action, since 1986 no one except Block Transfer students can take a writing course below the 300 level and transfer it in, so we would have a requirement that could not be satisfied. TALBOT then asked if this provision could be changed, and A. JOHNSON noted that ARC would be the ones to change that. CARTER also noted that a similar proposal was suggested last month, but was dropped because it complicated the situation.

REARDON noted that Writing Across the Curriculum was passed in principle a number of years ago by the Senate, but that no action had been taken. Given the length of time from the Senate's actions, we should at least *test* a program that has been based on a successful model, and see the results.

In response to NARODE's question, CARTER stated that he did not know if 20 sections would be enough. About 59% of the writing program has rested on soft money, so without some add-back money there will be unsatisfied demand. However, there have been times in the past when we expected to not have enough sections, and student needs were still met. OSHIKA gave strong support for this program, and thought that our professionals will do well teaching it.

TUFTS addressed the grading problem; question response 4 (from the handout) says a student with a grade of D- would get course credit but not WAC credit. He expressed concern that this would cause difficulties down the line without Senate action. Further, since the course grade would consist of two components (content material and writing), the student might earn a C in the writing component but still get a grade of D for the course. He thought that if a student with a passing grade in a WIC petitioned for writing credit, that petition could not be denied. COOPER/MOOR then made a motion to add the following to point 3: "if and only if they receive a grade of C- or better for the course." The motion PASSED unanimously.

FARR asked about training, and BEARD noted that this will be an important component of the program. NARODE asked about the number of courses to be utilized in the program, thinking that there might be many proposals. CARTER said that the ARC wants to make sure that there are controls on the process; A. JOHNSON thought that increasing the number should not be done now, but that the task force should come before the Senate if they wanted to make this change. NARODE's experience tells him that the committee might get many excellent proposals. SCHAUMANN asked how evaluation might progress, and CARTER noted that external evaluators will be expensive.

The amended motion is as follows:

1. That a pilot program in Writing Across the Curriculum be implemented for the two-year period 1993-95.
2. That this program consist of up to 20 sections per year of regularly offered courses in the disciplines, taught at the 300- or 400-level by specially trained faculty, which would be designated Writing Intensive Courses (WIC).
3. That students be permitted to substitute a WIC course for Writing 323 during the 1993-95 pilot program period if and only if they receive a grade of C- or better for the course.
4. Formal review and evaluation be conducted at the end of the two year period, with a report made to the Faculty Senate.

ADJOURNMENT

JOHNSON adjourned the meeting at 5:05 PM

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 5, 1993
Presiding Officer: Ansel Johnson
Secretary: Alan Cabelly

Members Present: Barna, Bjork, S. Brenner, Burke, Burns, Casperson, Cooper, DeCarrico, Farr, Fisher, Forbes, Gillpatrick, Goslin, Goucher, C. Gray, Hales, Jackson, A. Johnson, Jolin, Karant-Nunn, Kimball, Lansdowne, Lendaris, Liebman, Moor, Narode, Ogle, Oshika, Parshall, Schaumann, Sestak, Talbott, Terdal, Terry, Tuttle, Visse, Vistica, Westover, Wollner.

Alternates Present: Limbaugh for J. Brenner, Corcoran for Finley, Johanson for H. Gray, Cumpston for McElroy, Becker for Weikel.

Members Absent: Bjork, Briggs, Burke, Duffield, Ellis, Etesami, Falco, D. Johnson, Kosokoff, Latz, Livneh, Lutes, Manning, Midson, Reece, Smith, Sobel, Wetzol, Wurm.

Ex-officio Members Present: Cabelly, Davidson, Diman, Desrochers, Erzurumlu Karr, Koch, Reardon, Rhyne, Tang, Toscan, Toulon, Ward, Wineberg.

APPROVAL OF THE MINUTES

A. JOHNSON called the meeting to order at 3:00 PM.

The minutes were approved as distributed.

Although not announced, it is to be noted that President Ramaley approved the two items passed at the March Senate meeting:

Changes to the *Functions and Procedures of the Faculty Senate*
the pilot program in Writing Across the Curriculum.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. President's Report

- A. The Pew Roundtable conducted its first meetings on campus on April 1 and 2. Representatives from Pew attended the sessions and facilitated the discussions. More information is to be distributed on campus as activities dictate.
- B. Legislative activities continue with much uncertainty. The Senate review of the Higher Education Budget in the Ways and Means Committee is nearing completion, with the report to then go to the House Appropriations Committee. We will track into late April before the Board has an opportunity to react to the legislature. The Governor's budget proposal calls for a 7% tuition increase, as well as productivity increases on the part of faculty. We do not know what the result will be; we might not have a budget by July 1. The last session had late

add-backs for access and faculty retention, so we will not know until everything is concluded what will be available to us. This session, for the first time, we have access to lottery funds. This will impact us with the Graduate Schools of Engineering and a joint venture in Business with UO. The comments made by us to the legislature will continue to be reported in *PSU Currently*.

- C. *New Directions for Higher Education*, in the April Senate packet, is now out of date. The Board has realized that it needs to do long term planning. A new committee has been created by the Board to do this (information on this process will be reported in *PSU Currently*). This is the first time the Board as a whole has taken a collective strategy of long term planning. There will be opportunities for campus representation.

In response to COOPER's question about the make-up of the joint Senate/House committee, RAMALEY noted that these leadership roles are yet to be determined.

2. Provost's Report

- A. **Budget Reduction Process:** On April 13, the Deans will meet with the Executive Committee to turn in 1993-1994 budgets and preliminary 1994-1995 budgets. The Deans have already turned in written reports and analyses. At that time, decisions will be made about what should be done if we need to go to the 20% reduction phase. More detailed budget plans will then be distributed. That will trigger hearings by the Budget Reduction Committee, with academic units having the opportunity to respond under the provisions of the contract. When the hearings are completed, the final plan will be prepared.
- B. **Curricular Review:** The Curriculum Committee and the General Education Committee will meet with faculty who have been meeting on specific curricular initiatives on April 16-18 to discuss and develop recommendations for general education and interdisciplinary revisions. The Provost will then meet with the Faculty Senate Steering Committee to determine the best procedures to facilitate moving these changes through the governance structure. Some types of open faculty forums will be set up to discuss these prior to moving through the governance process. These will probably come before the Faculty Senate early in Fall 1993.

- 3. **Interinstitutional Faculty Senate**—COOPER gave the report as distributed, and noted a low attendance at the meeting. In response to REARDON's question about Hanby's bill to separate teaching from research faculty, COOPER/BURNS noted that although the bill might be ridiculous, it still needs to be taken seriously. WOLLNER said that it had been presented as a favor to one of Hanby's constituents, and that Cease had questioned her significantly and pointed out the problems. We still need to watch it closely.

D. Question Period

1. Questions for Administrators

There were no questions.

2. Questions from the Floor for the Chair

There were no questions.

E. Reports from the Officers of Administration and Committees

1. Academic Requirements Committee—WINEBERG presented the report, noting that petitions were being evaluated closely, without simply agreeing to all. The report was accepted as presented.

2. General Student Affairs Committee—Rhyne presented the report, noting the important aspects of the committee's work. The report was accepted as presented.

3. Spring Term Registration Report—Tufts noted the following changes from last year's registration figures:

students taking seven or fewer credits: down 7.3%

students taking eight or more credits: down .6%

total number of students: down 4.3%

total number of credits: down .7%

Obviously, most of the students we are losing are the part time students. These changes are about the same as winter term. In response to MOOR's question, TANG noted that we are about in the middle of our enrollment corridor.

F. Unfinished Business

A. JOHNSON stated the process of Constitutional revision. F 1.1 and F 1.2 were discussed with the opportunity for amendment during the March meeting. At today's meeting, no additional amendments are permitted. A two thirds majority is needed for passage.

1.1 Amendment to the *Constitution of the PSU Faculty* (style)—A. Johnson

GILLPATRICK wondered about which faculty, including graduate students, are counted in the .5 FTE provisions in Article III, Section 4. MOOR noted that the state's rules differentiate between faculty and doctoral students; the Advisory Council would make the final determination. LENDARIS stated that most doctoral students teach at the .49 level or lower. KARANT-NUNN noted that the Governance Guide excludes lecturers.

The motion PASSED unanimously by voice vote.

- 1.2 Amendment to the *Constitution of the PSU Faculty* (structure)—A. Johnson
There was no discussion.

The motion PASSED unanimously by voice vote.

G. New Business

1. Amendment to the *Constitution of the PSU Faculty*: University Athletics Board—Kosokoff

In Kosokoff's absence, BRENNER noted that he and Wineberg are members of the UAB and can respond to questions. In response to LENDARIS' question, BRENNER indicated that the reason for the amendment was to separate intercollegiate sports from club sports and intramurals. The latter two areas want more attention paid to their concerns. A. JOHNSON noted that this has the Board oversee only intercollegiate athletics. BRENNER also pointed out that *ex-officio* members who no longer exist are being deleted. When MOOR asked who would oversee club sports and intramurals, BRENNER pointed out that these activities would make that choice themselves. WINEBERG noted that their budgets had merely been rubber-stamped in the past, without a full review. A. JOHNSON suggested that a member of the administration will study this issue.

The Constitutional Amendment now goes to the Advisory Council.

2. Proposed courses to meet diversity requirement—Wineberg noted that this proposal will add courses to the diversity list. The ARC can also be utilized to delete courses from the list, if the instructor or Department Chair makes such a request.

WINEBERG/NARODE moved that the following courses be added to the "Diversity List."

ENG 309	American Indian Literature
JPN 421	Readings in Japanese Literature
SPAN 101/102/103/150/151	First-Year Spanish
HS 231	Human Sexuality
TA 399	Introduction to Hispanic Theatre
TA 399	Black Theatre in America
TA 407	Women, Theatre, and Society
TA 407	Seminar: Multi-Cultural American Drama

FISHER was pleased to see Spanish on the list, and wondered why other languages were not represented. When she asked why, WINEBERG said that the committee had received no proposals that qualified. KARANT-NUNN asked if

it were possible for a list of rejected courses to be distributed to the Senate. WINEBERG stated that this would be possible, but that he would vote against the proposal. He indicated that a rigorous review process was aimed at making the list meaningful. KARANT-NUNN wanted to know what content areas were rejected for content reasons, not for procedural reasons. WINEBERG noted the following courses that were rejected: a three course sequence in Costume History and two courses in Art History (204/205) which were viewed as not fitting the criteria. Two additional courses were close calls: a Black theater/workshop was not approved, while TA 399 was approved. Finally, a feminist history course was rejected because the committee wanted more information, feeling that once a course is approved, it is on permanently. KARANT-NUNN then hoped that there could be a more orderly process of communicating this information to the Senate. WINEBERG then noted that the ARC is probably not the best committee to oversee this process. SCHAUMANN wanted a better reason for why Spanish was included while others were not. WINEBERG pointed out that they had submitted a 20-page proposal, at which point FISHER stated that this was why she would not submit a proposal--she refuses to be a paper pusher.

When VISTICA expressed surprise at the use of omnibus numbers, A. JOHNSON reminded the Senate that their guidelines permitted this. KARANT-NUNN thought that these should be resubmitted yearly, but TANG said that if it was the same course and instructor, this was not necessary. In response to LENDARIS' question, A. JOHNSON noted that the Senate could approve the list in total, or simply a part. PARSHALL noted that she invited others in Foreign Languages to apply, but that only Spanish chose to do so; the Spanish text addresses many diversity issues. BRENNER wondered what would happen if a new text were to be used, and PARSHALL responded that this can happen with any course. Each is argued by an individual instructor. TANG indicated that it was the department's responsibility to monitor course changes in the future, and that we must rely of the department's good faith. WINEBERG said that the Senate's original approval of the diversity requirement noted that the process would be reviewed after two years. MOOR/SCHAUMANN thought the resolution could be broken into two or more pieces. Hearing no amendment, A. JOHNSON called for a vote on calling the question. Unanimously, the question was called.

The motion PASSED, although not unanimously.

ADJOURNMENT

JOHNSON adjourned the meeting at 4:05 PM

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, May 3, 1993
Presiding Officer: Ansel Johnson
Secretary: Alan Cabelly

Members Present: Barna, Bjork, S. Brenner, Briggs, Burke, Burns, Casperson, Cooper, DeCarrico, Ellis, Etesami, Falco, Farr, Fisher, Forbes, Goslin, Goucher, C. Gray, Hales, Jackson, A. Johnson, D. Johnson, Jolin, Karant-Nunn, Kosokoff, Lansdowne, Lendaris, Liebman, Livneh, Manning, Midson, Moor, Narode, Ogle, Oshika, Parshall, Reece, Talbott, Terdal, Terry, Tuttle, Weikel, Wollner, Wurm.

Alternates Present: Limbaugh for J. Brenner, Corcoran for Finley, Kenreich for Kimball, Barton for Sestak, Franks for Vistica, Wright for Westover, Graff-Haight for Sobel,

Members Absent: Duffield, Gillpatrick, H. Gray, Latz, Lutes, McElroy, Schaumann, Smith, Visse, Wetzel,

Ex-officio Members Present: Andrews-Collier, Cabelly, Davidson, Desrochers, Erzurumlu, Graff-Haight, Karr, Ramaley, Reardon, Toulon, Ward, Wineberg.

A. JOHNSON called the meeting to order at 3:00 PM.

APPROVAL OF THE MINUTES

MIDSON noted that he attended the April Senate meeting.
MOOR noted on p. 50, line 9, that it was a feminist *philosophy* course that had been rejected. After the meeting S. BRENNER noted (page 49, G1, line 7) that members whose *positions* no longer exist are being deleted.
With those corrections, the minutes were approved.

Although not announced until later in the meeting, it is to be noted that President Ramaley approved the three items passed at the April Senate meeting:

Stylistic changes to the *Constitution Of The Portland State University Faculty*.

Structural changes to the *Constitution Of The Portland State University Faculty*.

The addition of 14 courses to those fulfilling the university "diversity requirement."

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. President's Report

- A. RAMALEY referred faculty to the update of the budget team, to take place in the gym on May 4. (A copy of the report is included in these minutes).
- B. RAMALEY gave a legislative update as of the morning of May 3. The Senate has not reported fully to the House. The Senate is discussing the Governor's 20% mandated budget reductions. Additionally, availability of lottery funds has potential impacts on PSU: the development of international and other joint business programs, the addition to the investment of joint graduate schools of engineering, and to provide funding for higher ed institutions to work on school reforms at the elementary and secondary levels. Next is the potential for three components of addback funds: \$18 million for access to buy back 2800 FTE students, \$3.4 million for increased academic services to students, and \$3.4 million for academic support (library, technology, etc.). Access has broad definitions. Formal hearings are beginning in the House. Several PSU faculty, including Burns, Wollner, and Wheeler, have testified effectively. We should expect the 20% reduction until we hear otherwise.
- C. Fundraising has increased enormously. There has been a 100% increase in the alumni base in the last year, largely because of telemarketing, direct mail, and the strategic use of return envelopes in all types of mailings we do. Companies that give matching gifts are currently being targeted; receptions at organizations such as US Bancorp and First Interstate are helpful. The annual campaign has given pledges of \$327,000 (the fulfillment rate is expected to be 70%); this will be used as venture capital for various faculty needs. We have recently had six-figure gifts in Fine and Performing Arts and in Engineering, and expect this type of giftgiving to continue. This will not offset the effects of Measure 5, but will augment some of our strong programs.
- D. RAMALEY then asked DESROCHERS to describe the Technology Plan. The Vice President began by reminding Senators of the slide show presentation given by Koch at an earlier Senate meeting, showing what the technology is and the planning under way to upgrade faculty. The major elements of the \$4 million plan are to purchase computers for all faculty in need of appropriate technology, to finish the campus computer network by the end of the next year (the campus is currently 50% wired), and to create special computer classrooms (a CAD lab and a visual arts instruction lab) along with two other computer classrooms that can be used by faculty with special needs. The goal is to cluster these classrooms on the fourth floor of Neuberger Hall to maximize use of technical support staff. Certificates of Participation dollars are available; additional grant proposals will be made to the Murdock Foundation, which will also include Ed-Net classrooms in Cramer Hall. RAMALEY then noted that there will be many benefits from this, and that she and the Provost are currently collecting information on specific faculty needs.

2. Provost's Report

- A. REARDON began by reminding faculty that OSBHE approval is required before our new academic programs can be implemented. Our Faculty Senate has recently approved three programs:

The Center for Science Education has been approved and formally established by OSBHE.

The Master of Public Health Program (joint with OHSU and OSU) is now in external review, and will later be voted upon by the Board.

The Master of Science in Public Health will be submitted to the Academic Council of the Board in May.

- B. The Budget Reduction Team is currently reviewing the proposals submitted by the Deans in July 1992. Administrative cuts are already being implemented; the specifics of the academic cuts will be presented, along with a hearing process, and possible alternative to those recommendations. When that plan is completed, a final recommendation will be made to the President. The target deadline for finalizing the plan is June 15.

- C. REARDON also noted that the General Education Working Group, chaired by Chuck White, will be distributing a concept paper on proposed changes to the General Education requirement at PSU, and that faculty are encouraged to attend the group's meetings and to respond in writing. There will also be a one-day symposium prior to the beginning of fall quarter to focus on these potential changes. Senators are encouraged to identify possible speakers or readings that will facilitate this process. REARDON also noted that we are committed to a revision of the general education program; the budget reduction plan we submitted to the legislature last summer stated that we would do this.

- D. Marge Enneking has accepted the vacant position in Grants and Contracts, effective in June. Her PSU experience, along with her recent NSF work, will serve us invaluablely.

3. Interinstitutional Faculty Senate—COOPER distributed the IFS statement of April 3, 1993 that had been given to the media. BURNS noted that Cooper was the author, and that Jolin had also ably testified before the Legislature. COOPER asked that we write to our legislators, describing the needs and activities of the university.

D. Question Period

1. Questions for Administrators

There were no questions.

2. Questions from the Floor for the Chair

GOSLIN noted that the K-12 education system is supporting the 5% sales tax, with revenues to be earmarked for the K-12 system, and wondered what the university position was on this approach. COOPER thought that this would be divisive, splitting groups that otherwise would have common interests. DESROCHERS agreed, noting that there was not much interest on the part of the sponsors to bring the university system under this umbrella. California is squeezing its universities by dividing them in this way.

E. Reports from the Officers of Administration and Committees

1. Spring Term Registration Update—No update was necessary at this time.
2. Annual Report, Budget Committee—ANDREWS-COLLIER presented the report, which was accepted without comment.
3. Annual Report, University Athletics Board—KOSOKOFF presented the report, which was accepted without comment.
4. Annual Report, University Honors Program—GOUCHER presented the report, noting that the Program Board has met since the report was written. There is a question about whether the Board is currently needed: the Program currently reports directly to the Dean, who has oversight authority. In response to a question from LENDARIS, GOUCHER stated that the number of students in the program is relatively stable. A. JOHNSON indicated that the Provost has asked next year's Steering Committee to examine the governance process and help to streamline committees where appropriate.
5. Annual Report, Teacher Education Committee—GRAFF-HAIGHT presented the report, which was accepted without comment.

F. Unfinished Business

1. Amendment to the *Constitution of the PSU Faculty*: University Athletics Board—Kosokoff

S. BRENNER/LENDARIS moved F1, proposing Constitutional Changes in the University Athletics Board, including the title change to Intercollegiate Athletics Board. DESROCHERS indicated that the Health and Human Performance Facility Advisory Committee was established in December 1992, to advise on issues relating to intramurals, recreational sports, and Health and Human Performance Facility management. The committee is composed of faculty, staff, and students who are directly impacted by these services. In response to A. JOHNSON'S question, DESROCHERS agreed that this committee could be placed in the *Faculty Governance Guide* for 1993-1994.

The Constitutional Amendment then PASSED unanimously.

G. New Business

There was no new business.

H. ADJOURNMENT

JOHNSON adjourned the meeting at 3:40 PM

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, June 7, 1993
Presiding Officer: Ansel Johnson
Secretary: Alan Cabelly

Members Present: Barna, Briggs, Burke, Casperson, Cooper, DeCarrico, Ellis, Etesami, Farr, Fisher, Forbes, Gillpatrick, Goucher, C. Gray, Hales, Jackson, A. Johnson, D. Johnson, Jolin, Kimball, Kosokoff, Lansdowne, Latz, Lendaris, Liebman, Livneh, Manning, Midson, Moor, Ogle, Oshika, Parshall, Smith, Terdal, Vistica, Weikel, Westover, Wetzell, Wollner.

Alternates Present: Limbaugh for J. Brenner, Krug for Falco, Walton for Karant-Nunn, George for Narode, Andrews-Collier for Sestak

Members Absent: Bjork, S. Brenner, Burns, Duffield, Finley, Goslin, H. Gray, Lutes, McElroy, Reece, Schaumann, Sobel, Talbott, Terry, Tuttle, Visse, Wurm,

Ex-officio Members Present: Davidson, Desrochers, Diman, Erzurumlu, Everhart, Pfingsten, Reardon, Tang, Tinnin, Toulan.

A. JOHNSON called the meeting to order at 3:00 PM and made the following announcements:

1. President Ramaley agreed to the Constitutional change voted upon at the May meeting, reconfiguring the University Athletics Board into the Intercollegiate Athletics Board.
2. CLAS, EAS, and SFPA are asked to inform the Secretary by Friday of its Committee on Committees representatives for 1993-1994.
3. Most Senators should have received a roster of the 1993-1994 Faculty Senate. That roster is available here for anyone who did not receive it.
4. Members of the 1992-1993 Senate are permitted to vote on this year's business. Members of the 1993-1994 Senate are permitted to run for a leadership position, to nominate someone, and to vote in those elections. (Outgoing Senators do not vote in elections.)
5. People elected to the 1993-1994 Advisory Council for a two year term are Ansel Johnson, Dave Johnson, and Beatrice Oshika. They join Marv Beeson, Larry Bowlden, and Nancy Chapman.
6. Beatrice Oshika was elected to the Interinstitutional Faculty Senate. Her term begins in January 1994. She will join Jack Cooper and Janice Jackson. Marjorie Burns' term expires after December 1993.

7. K-House will be open after the Senate Meeting. Senators are invited to walk over for a relaxing glass of sherry.

APPROVAL OF THE MINUTES

The Secretary notes one change to the May minutes: at the bottom of p. 51, it should be stated that 12 courses (not 14) were added to those fulfilling the diversity requirement.

With this correction, the minutes were approved.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. President's Report. The President is out of town and unavailable for comment.
2. Provost's Report. REARDON first commented on the budget reduction plan, noting that the team has heard from all the departments. A June 15 announcement is being prepared. At the conclusion of the process, six tenure track positions were identified for layoff. This would require a one-year notice for the layoff to occur at the end of the 1993-1994 academic year. As a result of a recent press release by House Speaker Campbell, however, it was concluded that we could avoid any tenure-track layoffs. This is clearly a gamble, but one that is believed to be correct. REARDON also stressed that we will have reduced significantly the number of academic positions that currently exist at Portland State. Therefore the process is not without pain; the budget is being reduced, and many long term PSU employees are being released. No notification to people in tenure-track positions is necessary.

ANDREWS-COLLIER then asked about tenure-track faculty in dance who had already been identified. REARDON indicated that positions that had previously been targeted remain unchanged. In response to LIEBMAN's note of the human tragedy of these impending layoffs, REARDON could not give a specific number of people who would be laid off, and how many of these could be bought back by using sabbatical or LWOP dollars. Access dollars could also help.

REARDON noted that he had received a phone call from Dr. Marvin Kaiser, who has agreed to become the Dean of the College of Liberal Arts and Sciences in the fall. Dr. Kaiser has a doctorate in sociology, is currently Associate Dean at Kansas State University, and has also been Acting Dean at KSU.

FACULTY ELECTIONS

- A. **PRESIDING OFFICER**
Beatrice OSHIKA was the only nominee, and was ELECTED by acclamation.
- B. **PRESIDING OFFICER PRO-TEM**
Sarah ANDREWS-COLLIER was the only nominee, and was ELECTED by acclamation.

C. STEERING COMMITTEE

The nominees were:	Those ELECTED were:
Annette JOLIN	JOLIN
Dave KRUG	
Tony MIDSON	MIDSON
Rita VISTICA	VISTICA
Bob WESTOVER	WESTOVER

A. JOHNSON congratulated the newly elected Senate officers, and asked that the incoming and outgoing Steering Committees meet with the Secretary at the close of business today to determine a joint meeting time for June and July, to facilitate the transition from the old to the new officers.

Question Period**1. Questions for Administrators**

LENDARIS asked about the status of the procurement of computers for our technology upgrade. DESROCHERS noted that we are required to use the state price list to purchase computers. More information will follow in the future. Ron Wills and Jay Kenton are studying our options.

2. Questions from the Floor for the Chair

There were no questions.

Reports from the Officers of Administration and Committees

1. Annual Report, Advisory Council—PARSHALL presented the report, which was accepted without comment.
2. Annual Report, Committee on Committees—OGLE noted that, in addition to what is stated, the International Students and Activities Board has been abolished. In the spring survey, 592 forms were mailed to faculty asking for desired committee service. Of these, 249 were returned. With these comments, the report was accepted.
3. Annual Report, University Planning Council—WEIKEL presented the report, which was accepted without comment.
4. Semi-Annual Report, Faculty Development Committee—BLEILER noted that the Committee's recommendations have been forwarded to the Office of Academic Affairs, and are awaiting action. To WEIKEL's query of whether the Committee's recommendations could be announced earlier, BLEILER noted that the Committee had received more than 100 applications by February 28. Each proposal was reviewed by six faculty. He would like to have the next year's application deadline be November 15, which would permit earlier notification.

REARDON later stated that the letters of notification are in the mail, and that the money would be available after July 1.

5. Interinstitutional Faculty Senate—In the absence of Cooper, Burns, and Jackson, OSHIKA gave the report, noting that the main issues were legislative decision making, the amount of money currently available, and the issue of access funds. The relationship between higher education and K-12 is being discussed in light of statewide educational reform. An OSBHE Strategic Planning Committee is being formed to speculate on what the System will look like in the future. Four new Board members will be appointed by Governor Roberts. Other discussion revolved around athletic funding and the process of tenure decisions statewide.

F. Unfinished Business

There was no unfinished business.

G. New Business

1. Graduate Council Course and Program Proposals—HILLMAN reported for Spolek. WOLLNER/FARR moved acceptance of the Japanese endorsement and Superintendent Licensure. In response to LENDARIS' question, WETZEL indicated that the endorsement means that this is now a license to teach Japanese in the schools. When LIEBMAN asked how the determination of who receives the endorsement is determined, PARSHALL noted that this goes through normal School of Education procedures. EVERHART then stated that specific courses and examinations are required. The motion then PASSED unanimously.

2. Helen Gordon Child Development Center.

MOOR/BURKE moved that "Adequate child care opportunities should be available to all faculty, staff, and students at Portland State University. The Faculty Senate urges the PSU Administration to pursue all avenues to achieve this goal." A. JOHNSON noted additional information provided by Ellie Nolan, the Associate Director of the Helen Gordon Child Development Center, and REARDON stated that the UPC had recommended that the Center be moved under the authority of the School of Education as of July 1. DESROCHERS, discussing the University District planning, indicated that the executive department is contemplating setting a higher target for child care slots. The motion then PASSED unanimously.

3. Curriculum Committee New Program and Courses Proposal—TERDAL/WEIKEL moved the item in G3. TERDAL asked the privilege of the floor for DRISCOLL, who said that three years of planning by a Child and Family Consortium had already taken place. Most of the course work currently exists, so this should not be impacted by the budget crunch. Courses are from twelve different departments, so only the two capstone courses had to be developed. In response to OSHIKA's question, DRISCOLL stated that the only similar program

in the state is at OSU, but this is not interdisciplinary, and is in the home economics tradition. When LENDARIS asked who would teach the capstone courses, DRISCOLL noted that these would be team taught by individuals who have a strong commitment to the program. Funding implications will not be significant, and capstone credit will be passed around. This should test what is being proposed in the general education model. Most are part of regular teaching loads.

FORBES asked about the prefix PHE, and was told that it stood for Public Health Education. In response to MIDSON's question concerning the number of faculty in the consortium, DRISCOLL thought that about 20 faculty and staff would be staying together for evaluation and advising. MOOR and FARR asked about program evaluation in hopes of establishing a new paradigm, with a potential criterion being the effect on the community. DRISCOLL indicated that a community advisory board has been involved from day one, and that the evaluation criteria are listed in the full proposal, which is in the library. MOOR asked if, for example, one could ask how many juvenile delinquents were prevented, and DRISCOLL stated that the program is for young people. REARDON then indicated that new accreditation guidelines are increasing the emphasis on assessment, and that Mary Ricks in OIRP is working on instruments for various types of sites. These should be ready for the self study year, beginning in Fall 1993.

In response to VISTICA's question about the absence of linguistics and language, DRISCOLL said that the committee did a thorough study of language development before agreeing to a program, and did not see a course that fit well. TERDAL concluded with the Curriculum Committee's assessment of the thoroughness of the consortium's efforts. The proposal then PASSED unanimously.

Recognition in the form of applause was then given for the leadership of Bob Tinnin as Acting Dean of the College of Liberal Arts and Sciences.

Recognition in the form of applause was then given for the leadership of Ansel Johnson as Presiding Officer of the Faculty Senate.

H. ADJOURNMENT

JOHNSON adjourned the meeting at 4:05 PM